



Year 1		Subject - Music	
Autumn 1		Spring 1	
<p>Singing - linked to Magical Me topic</p> <p>focus - character and body songs</p> <ul style="list-style-type: none"> <li>• Take part in singing, accurately following the melody.</li> <li>• Follow instructions on how and when to sing.</li> <li>• Make and control long and short sounds, using voice.</li> <li>• Imitate changes in pitch.</li> </ul>		<p>Un-tuned percussion – linked to topic ‘artic adventures’</p> <p>Focus - creating sound effects linked to texts</p> <ul style="list-style-type: none"> <li>• Follow instructions on how and when to play an instrument.</li> <li>• Make and control long and short sounds, using instruments.</li> <li>• Imitate changes in pitch.</li> <li>• Create a sequence of long and short sounds.</li> <li>• Create a mixture of different sounds (long and short, loud and quiet, high and low).</li> <li>• Choose sounds to create an effect.</li> <li>• Sequence sounds to create an overall effect.</li> </ul>	
Autumn 2		Spring 2	
<p>Music appreciation - linked to ‘Into the woods’ topic</p> <p>Focus - listening to music to create a setting/ mood ( saint saens carnival of the animals)</p> <ul style="list-style-type: none"> <li>• Identify the beat of a tune.</li> <li>• Recognise changes in timbre, dynamics and pitch</li> <li>• Clap rhythms.</li> <li>• Choose sounds to create an effect.</li> </ul>		<p>Rhythm – Linked to the topic ‘castles’</p> <p>Focus - marching rhythms/ keeping to the beat</p> <ul style="list-style-type: none"> <li>• Clap rhythms.</li> <li>• Create short, musical patterns.</li> <li>• Create short, rhythmic phrases.</li> </ul>	
Summer 1		Summer 2	
<p>Singing - linked to topic ‘minibeasts’</p> <p>Focus - action songs</p> <ul style="list-style-type: none"> <li>• Take part in singing, accurately following the melody.</li> <li>• Follow instructions on how and when to sing.</li> <li>• Make and control long and short sounds, using voice.</li> <li>• Imitate changes in pitch.</li> </ul>		<p>Composition - linked to topic ‘seaside’</p> <p>Focus - creating sound effects and mood music</p> <ul style="list-style-type: none"> <li>• Choose sounds to create an effect.</li> <li>• Sequence sounds to create an overall effect.</li> <li>• Create short, musical patterns.</li> <li>• Create short, rhythmic phrases.</li> <li>• Follow instructions on how and when to sing or play an instrument.</li> </ul>	



Year 2		Subject - Music	
Autumn 1		Spring 1	
<p>Singing - linked to the topic 'traditional tales'</p> <p>Focus – traditional songs e.g. oranges and lemons, teddy bear's picnic, pop goes the weasel etc</p> <ul style="list-style-type: none"> <li>• Take part in singing, accurately following the melody.</li> <li>• Follow instructions on how and when to sing.</li> <li>• Make and control long and short sounds, using voice.</li> <li>• Imitate changes in pitch.</li> <li>• Clap rhythms.</li> </ul>		<p>Composition and introduction to graphic scores - Linked to the topic 'we are Britain' ( listen to music by British composers: Purcel, Britten and Elgar)</p> <p>Focus – Creating jingles/ simple national anthems</p> <ul style="list-style-type: none"> <li>• Sequence sounds to create an overall effect.</li> <li>• Create short, musical patterns.</li> <li>• Create short, rhythmic phrases.</li> <li>• <b>Use symbols to represent a composition and use them to help with a performance.</b></li> </ul>	
Autumn 2		Spring 2	
<p>Composition and introduction to graphic scores – linked to the topic ' Fire Fire'</p> <p>Focus – creating musical atmosphere to accompany a text</p> <ul style="list-style-type: none"> <li>• Sequence sounds to create an overall effect.</li> <li>• Create short, musical patterns.</li> <li>• Create short, rhythmic phrases.</li> <li>• <b>Use symbols to represent a composition and use them to help with a performance.</b></li> </ul>		<p>Recorders/ penny whistles</p> <ul style="list-style-type: none"> <li>• Follow instructions on how and when to play an instrument.</li> <li>• Make and control long and short sounds, using instruments.</li> <li>• Imitate changes in pitch.</li> <li>• Create a sequence of long and short sounds.</li> <li>• Create a mixture of different sounds (long and short, loud and quiet, high and low).</li> </ul>	
		Summer 1	
		<p>Recorders/ penny whistles</p> <ul style="list-style-type: none"> <li>• Follow instructions on how and when to play an instrument.</li> <li>• Make and control long and short sounds, using instruments.</li> <li>• Imitate changes in pitch.</li> <li>• Create a sequence of long and short sounds.</li> <li>• Create a mixture of different sounds (long and short, loud and quiet, high and low).</li> </ul>	
		Summer 2	
		<p>Recorders/ penny whistles</p> <p>Focus – performance shared with whole school and community</p> <ul style="list-style-type: none"> <li>• Follow instructions on how and when to play an instrument.</li> <li>• Make and control long and short sounds, using instruments.</li> <li>• Imitate changes in pitch.</li> <li>• Create a sequence of long and short sounds.</li> <li>• Create a mixture of different sounds (long and short, loud and quiet, high and low).</li> </ul>	



Year 3		Subject - Music	
Autumn 1		Spring 1	
<p>Recorders/ penny whistles</p> <ul style="list-style-type: none"> <li>• Follow instructions on how and when to play an instrument.</li> <li>• Make and control long and short sounds, using instruments.</li> <li>• Imitate changes in pitch.</li> <li>• Create a sequence of long and short sounds.</li> <li>• Create a mixture of different sounds (long and short, loud and quiet, high and low).</li> <li>• Recognise the notes EGBDF and FACE on the musical stave.</li> <li>• Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.</li> </ul>	<p>Recorders/ penny whistles</p> <p>Focus – performance shared with whole school and community</p> <ul style="list-style-type: none"> <li>• Follow instructions on how and when to play an instrument.</li> <li>• Make and control long and short sounds, using instruments.</li> <li>• Imitate changes in pitch.</li> <li>• Create a sequence of long and short sounds.</li> <li>• Create a mixture of different sounds (long and short, loud and quiet, high and low).</li> <li>• Recognise the notes EGBDF and FACE on the musical stave.</li> <li>• Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.</li> </ul>	<p>Summer 1</p> <p>Musical appreciation – linked to music from around the country ( Life in Leeds topic) Listen to music from</p> <p>Focus – discussion, evaluation through graphic interpretation</p> <ul style="list-style-type: none"> <li>• Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.</li> <li>• Evaluate music using musical vocabulary to identify areas of likes and dislikes.</li> <li>• Understand layers of sounds and discuss their effect on mood and feelings.</li> <li>• Devise non-standard symbols to indicate when to play and rest.</li> </ul>	
Autumn 2		Spring 2	
<p>Recorders/ penny whistles</p> <ul style="list-style-type: none"> <li>• Follow instructions on how and when to play an instrument.</li> <li>• Make and control long and short sounds, using instruments.</li> <li>• Imitate changes in pitch.</li> </ul>	<p>Singing - linked to LKS2 production</p> <p>Focus – songs linked to the theme</p> <ul style="list-style-type: none"> <li>• Sing from memory with accurate pitch.</li> <li>• Sing in tune.</li> <li>• Maintain a simple part within a group.</li> <li>• Pronounce words within a song clearly.</li> <li>• Show control of voice.</li> <li>• Perform with control and awareness of others.</li> </ul>	<p>Summer 2</p> <p>Compositions – linked to the topic ‘ Life in Leeds’</p> <p>Focus - Dance music – (Dance ejay - software/ app)</p> <ul style="list-style-type: none"> <li>• Compose and perform melodic songs.</li> <li>• Use sound to create abstract effects.</li> <li>• Create repeated patterns with a range of instruments.</li> <li>• Create accompaniments for tunes.</li> <li>• Use drones as accompaniments.</li> <li>• Choose, order, combine and control sounds to create an effect.</li> <li>• <b>Use digital technologies to compose pieces of music.</b></li> </ul>	



Year 4		Subject - Music	
Autumn 1		Spring 1	
<p>Violins (Art forms visiting specialist teaching)</p> <p>Focus: to get to know the instrument, posture, create basic sounds</p> <ul style="list-style-type: none"> <li>• Perform with control and awareness of others.</li> <li>• Play notes on an instrument with care so that they are clear.</li> <li>• Recognise the notes EGBDF and FACE on the musical stave.</li> <li>• Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.</li> </ul>		<p>Violins (Art forms visiting specialist teaching)</p> <p>Focus: introduce use of bow and correct bow hold</p> <ul style="list-style-type: none"> <li>• Perform with control and awareness of others.</li> <li>• Play notes on an instrument with care so that they are clear.</li> <li>• Recognise the notes EGBDF and FACE on the musical stave.</li> <li>• Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.</li> </ul>	
Autumn 2		Spring 2	
<p>Violins (Art forms visiting specialist teaching)</p> <p>Focus: to get to know the instrument, posture, create basic sounds</p> <ul style="list-style-type: none"> <li>• Perform with control and awareness of others.</li> <li>• Play notes on an instrument with care so that they are clear.</li> <li>• Recognise the notes EGBDF and FACE on the musical stave.</li> <li>• Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.</li> </ul>		<p>Violins (Art forms visiting specialist teaching)</p> <p>Focus: use of bow and correct bow hold</p> <ul style="list-style-type: none"> <li>• Perform with control and awareness of others.</li> <li>• Play notes on an instrument with care so that they are clear.</li> <li>• Recognise the notes EGBDF and FACE on the musical stave.</li> <li>• Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.</li> </ul>	
		Summer 1	
		<p>Violins (Art forms visiting specialist teaching)</p> <p>Focus: introduce 1<sup>st</sup> finger position</p> <ul style="list-style-type: none"> <li>• Perform with control and awareness of others.</li> <li>• Play notes on an instrument with care so that they are clear.</li> <li>• Recognise the notes EGBDF and FACE on the musical stave.</li> <li>• Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.</li> </ul>	
		Summer 2	
		<p>Violins (Art forms visiting specialist teaching)</p> <p>Focus: External Performance</p> <ul style="list-style-type: none"> <li>• Perform with control and awareness of others.</li> <li>• Play notes on an instrument with care so that they are clear.</li> <li>• Recognise the notes EGBDF and FACE on the musical stave.</li> <li>• Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.</li> </ul>	

Year 5		Subject - Music	
Autumn 1		Spring 1	
<p>Simple Notation</p> <p>Focus: The evolution of music linked to Stone Age</p> <p>Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play.</p> <ul style="list-style-type: none"> <li>• Read and create notes on the musical stave.</li> <li>• Understand the purpose of the treble and bass clefs and use them in transcribing compositions.</li> <li>• Choose from a wide range of musical vocabulary to accurately describe and appraise music including:               <ul style="list-style-type: none"> <li>• pitch</li> <li>• dynamics</li> <li>• tempo</li> <li>• timbre</li> <li>• texture</li> </ul> </li> </ul>		<p>Music Appreciation</p> <p>Focus: The Planets 'Gustav Holst' link to Space</p> <ul style="list-style-type: none"> <li>• Choose from a wide range of musical vocabulary to accurately describe and appraise music including:               <ul style="list-style-type: none"> <li>• pitch</li> <li>• dynamics</li> <li>• tempo</li> <li>• timbre</li> <li>• texture</li> <li>• melody</li> <li>• sense of occasion</li> <li>• expressive</li> <li>• solo</li> <li>• accompaniments</li> <li>• cyclic patterns</li> <li>• combination of musical elements</li> </ul> </li> </ul>	
Autumn 2		Spring 2	
<p>Composition</p> <p>Focus: Create a class album</p> <ul style="list-style-type: none"> <li>• Create songs with verses and a chorus.</li> <li>• Create rhythmic patterns with an awareness of timbre and duration.</li> <li>• Combine a variety of musical devices, including melody, rhythm and chords.</li> <li>• Thoughtfully select elements for a piece in order to gain a defined effect.</li> <li>• Use digital technologies to compose, edit and refine pieces of music.</li> </ul>		<p>Composition</p> <p>Focus: Tribal Music linked to Mayans</p> <ul style="list-style-type: none"> <li>• Perform with controlled and skillful playing (instrument).</li> <li>• Choose from a wide range of musical vocabulary to accurately describe and appraise music including:               <ul style="list-style-type: none"> <li>• pitch</li> <li>• dynamics</li> <li>• tempo</li> <li>• timbre</li> <li>• texture</li> <li>• melody</li> </ul> </li> </ul>	
Summer 1		Summer 2	
<p>Singing</p> <p>Focus - singing for pleasure and performance</p> <ul style="list-style-type: none"> <li>• Sing or play from memory with confidence.</li> <li>• Perform solos or as part of an ensemble.</li> <li>• Sing or play expressively and in tune.</li> <li>• Hold a part within a round.</li> <li>• Sing a harmony part confidently and accurately.</li> <li>• Sustain a drone or a melodic ostinato to accompany singing.</li> <li>• Perform with controlled breathing (voice) and skillful playing (instrument).</li> </ul>		<p>Music appreciation and use of tuned instrument</p> <p>Focus – Ethnic music linked to rainforests</p> <ul style="list-style-type: none"> <li>• Describe how lyrics often reflect the cultural context of music and have social meaning.</li> <li>• Choose from a wide range of musical vocabulary to accurately describe and appraise music including:               <ul style="list-style-type: none"> <li>• lyrics and melody</li> <li>• sense of occasion</li> <li>• expressive</li> <li>• harmonies</li> </ul> </li> </ul>	



	<ul style="list-style-type: none"><li>• cultural context.</li><li>• Create rhythmic patterns with an awareness of timbre and duration.</li><li>• Combine a variety of musical devices, including melody, rhythm and chords.</li><li>• Thoughtfully select elements for a piece in order to gain a defined effect.</li></ul>	<ul style="list-style-type: none"><li>• accompaniments</li><li>• drones</li><li>• cyclic patterns</li><li>• combination of musical elements</li><li>• cultural context.</li><li>• Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play.</li><li>• Read and create notes on the musical stave.</li></ul>
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Year 6		Subject - Music	
Autumn 1		Spring 1	
<p>Music appreciation and music notation</p> <p>Focus Gregorian chants - Kirkstall Abbey topic</p> <p>-Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play.</p> <ul style="list-style-type: none"> <li>• Read and create notes on the musical stave.</li> <li>• Understand the purpose of the treble and bass clefs and use them in transcribing compositions.</li> <li>• Understand and use the # (sharp) and ♭ (flat) symbols.</li> <li>• Use and understand simple time signatures.</li> <li>• Choose from a wide range of musical vocabulary to accurately describe and appraise music including:                             <ul style="list-style-type: none"> <li>• pitch</li> <li>• dynamics</li> <li>• tempo</li> <li>• timbre</li> <li>• texture</li> <li>• lyrics and melody</li> <li>• sense of occasion</li> <li>• harmonies</li> <li>• accompaniments</li> <li>• drones</li> <li>• cyclic patterns</li> <li>• combination of musical elements</li> <li>• cultural context.</li> </ul> </li> <li>• Describe how lyrics often reflect the cultural context of music and have social meaning.</li> </ul>		<p>Composition using untuned instruments</p> <p>Focus Music for effect linked to WW2</p> <ul style="list-style-type: none"> <li>• Create rhythmic patterns with an awareness of timbre and duration.</li> <li>• Combine a variety of musical devices, including rhythm</li> <li>• Thoughtfully select elements for a piece in order to gain a defined effect.</li> <li>• Use drones and melodic ostinati (based on the pentatonic scale).</li> <li>• Sing or play from memory with confidence.</li> <li>• Perform with controlled breathing (voice) and skillful playing (instrument).</li> </ul>	
Autumn 2		Spring 2	
Summer 1		Summer 2	



<p>Music appreciation and music notation Focus Gregorian chants - Kirkstall Abbey topic</p> <p>-Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play.</p> <ul style="list-style-type: none"> <li>• Read and create notes on the musical stave.</li> <li>• Understand the purpose of the treble and bass clefs and use them in transcribing compositions.</li> <li>• Understand and use the # (sharp) and b (flat) symbols.</li> <li>• Use and understand simple time signatures.</li> <li>• Choose from a wide range of musical vocabulary to accurately describe and appraise music including:             <ul style="list-style-type: none"> <li>• pitch</li> <li>• dynamics</li> <li>• tempo</li> <li>• timbre</li> <li>• texture</li> <li>• lyrics and melody</li> <li>• sense of occasion</li> <li>• harmonies</li> <li>• accompaniments</li> <li>• drones</li> <li>• cyclic patterns</li> <li>• combination of musical elements</li> <li>• cultural context.</li> </ul> </li> <li>• Describe how lyrics often reflect the cultural context of music and have social meaning.</li> </ul>	<p>Singing Focus singing songs from the war time era including French and German folk songs</p> <ul style="list-style-type: none"> <li>• Sing or play from memory with confidence.</li> <li>• Perform solos or as part of an ensemble.</li> <li>• Sing or play expressively and in tune.</li> <li>• Hold a part within a round.</li> <li>• Sing a harmony part confidently and accurately.</li> <li>• Perform with controlled breathing (voice)</li> </ul>	<p>Singing Focus: practising and performing songs for the leavers concert</p> <ul style="list-style-type: none"> <li>• Sing or play from memory with confidence.</li> <li>• Perform solos or as part of an ensemble.</li> <li>• Sing or play expressively and in tune.</li> <li>• Sing a harmony part confidently and accurately.</li> <li>• Sustain a drone or a melodic ostinato to accompany singing.</li> <li>• Perform with controlled breathing (voice)</li> </ul>
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