

	Autumn 2	Spring 2	Summer 2
Year 1/2 Cycle A	Unit - Carnival of the animals How can music bring characters and animals to life? <ul style="list-style-type: none"> How can we identify how music represents different characters? How can we notice changes in music that show mood or character? How can we create a soundscape that shows an awareness of tempo? How can we recognise changes in pitch and play repeating rhythms? How can we understand pitch and play different notes on an instrument? How can we use and identify musical elements to convey different animals? 	Unit - Jupiter How can we get ideas from famous composers to make and play our own exciting music? <ul style="list-style-type: none"> How can we perform a fanfare inspired by the music of Richard Strauss? How can we work together to create a class performance inspired by Gustav Holst? How can we use Holst's music to inspire our own group piece? How can we refine and rehearse our group performance to make it sound polished? How can changes in tempo affect the way we perform music together? How can we use Holst's music to inspire a school anthem? 	Unit - Four Seasons. How can we make music exciting to listen to and perform? <ul style="list-style-type: none"> How can we identify contrasts in dynamics, tempo, and beat groupings? How can we listen, sing, and perform with an awareness of dynamics? How can we create music with changes for effect? How can we perform as a class ensemble with an awareness of pulse and pitch? How can we create and perform rhythm patterns and melodies? How can we create, perform, and notate a melody independently and in a group performance?
Year 1/2 Cycle B	Unit - Senses How can we use beat, rhythm, and sounds to make music together? <ul style="list-style-type: none"> How can we find the pulse and follow simple instructions when performing? How can we sing and play while exploring pulse and tempo? How can we explore dynamics and the length of notes? How can we explore and change different sounds? How can we explore pulse and rhythm? How can we perform together as a class ensemble? 	Unit - At The Seaside How can we use pictures and beats to make and play our own music?" <ul style="list-style-type: none"> How can we compose a sequence of sounds to make music? How can we follow a visual score when performing? How can we choose symbols to compose and perform a score? How can we play while keeping a steady pulse? How can we use symbols to compose, record, and perform on a score? How can we use symbols to structure and perform a score while keeping a steady pulse? 	Unit - Great Fire of London How can understanding dynamics, pulse, and rhythm help us perform music together? <ul style="list-style-type: none"> How can we explore dynamics through listening and performing? How can we explore dynamics through composition and performance? How can we perform with a steady pulse with a partner? How can we identify different beat groupings? How can we create and perform rhythms using notation? How can we perform a rhythm using notation as part of a whole class ensemble?

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Year 3/4 Cycle A	Unit – words words words How can we turn words and ideas into music? <ul style="list-style-type: none"> How can we explore the language of music through the inter-related dimensions? How can we use the inter-related dimensions to translate words into music? How can we begin to interpret music notation while considering dynamics? How can we create a symphonic poem and develop our knowledge of tempo? How can we use our knowledge of the inter-related dimensions of music to create a symphonic poem? How can we perform and evaluate a final piece using the inter-related dimensions of music? 	Unit – in the garden How can we write and play our own music? <ul style="list-style-type: none"> How can we read and perform notation and understand the difference between pulse and rhythm? How can we read, write, and perform using rhythmic notation? How can we compose and notate rhythms using one, two, and half-beat notes? How can we explore pitch using graphic and western notation? How can we compose, notate, and perform a melody? How can we perform a solo as part of a class ensemble? 	Unit – Castles How can we make and perform music together? <ul style="list-style-type: none"> How can we perform as an ensemble while maintaining a rhythmic pattern? How can we compose a rhythmic performance as a group ensemble? How can we compose and perform a rhythm for a musical theatre performance? How can we learn the feudal song and perform it as a class ensemble? How can we build performance skills through vocal and instrumental improvisation? How can we play and sing an improvisation within a class performance?
Year 3/4 Cycle B	Unit – Stone Age How can we read, write, and play rhythms together? <ul style="list-style-type: none"> How can we read, perform, and write 1-beat and ½-beat notes? How can we read and perform rhythms in time with the pulse? How can we read, perform, and write notation using ½-beat, 1-beat, 2-beat, and 4-beat notes? How can we notate and perform rhythms including rests? How can we compose and perform notation as an ensemble? How can we perform as an ensemble and give feedback to others? 	Unit – Rivers How can we make and play our own melodies and songs like a barcarolle? <ul style="list-style-type: none"> How can we explore pitch using graphic notation? How can we compose and perform melodies using graphic notation? How can we perform pentatonic melodies using grid notation? How can we compose and notate pentatonic melodies? How can we compose a song in the style of a barcarolle? How can we develop, refine, rehearse, and perform a barcarolle? 	Unit – Samba How can we make, play, and perform samba music as a class? <ul style="list-style-type: none"> How can we explore samba music through listening, appraising, and singing? How can we create and perform rhythms using call and response? How can we refine, perform, and appraise samba introductions? How can we learn and perform rhythms of a samba groove as a class ensemble? How can we perform a solo within an ensemble? How can we create a suitable ending for a samba piece and perform it in a carnival style?

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Year 5/6 Cycle A	Unit – WW2 How can we make and play melodies that sound great with other parts? <ul style="list-style-type: none"> How can we identify what makes a successful melody? How can we explore melodic structure and sing melody and counter melody in an ensemble How can we arrange, notate and perform a well-structured melody? How can we compose and perform a catchy melody and lyrics for a D-Day song? How can we accompany a melody by selecting the most appropriate chords? How can we refine and perform as an ensemble with appropriate expression, chordal and rhythmic accompaniment? 	Unit – Planets How can we use music to show what different planets might be like? <ul style="list-style-type: none"> How can we listen and appraise music to explore the sounds used to capture characteristics of different planets? How can we compose a programmatic piece of music by considering the inter-related dimensions of music? How can we create a motif by considering the inter-related dimensions of music? How can we consider how motifs can be accompanied and record this using Western notation? How can we use ABA structure to organise music and create a satisfying listening experience? How can we perform as a group and appraise the work of others? 	Unit – Animal Kingdom How can we use different notes together to make our music sound exciting? <ul style="list-style-type: none"> How can we explore the relationship between pitches to create harmonies? How can we understand how chords are formed and play as an ensemble? How can we use chords to create different musical effects? How can we adapt chords to achieve intended effects? How can we compose music using harmony, intervals, and chords to create an intended effect? How can we rehearse, refine and perform our composition?
Year 5/6 Cycle B	Unit – celebrations How can we make and play music with different rhythms and tunes to celebrate? <ul style="list-style-type: none"> How can we perform a part in a class ensemble and improvise an extended melodic phrase using the pentatonic scale? How can we explore how music can be structured using a reel? How can we perform the chaal rhythm and break within a class ensemble. How can we perform a syncopated rhythm within a class polyrhythmic ensemble? How can we choose features from a style of music to compose a piece for a celebration? How can we refine and perform a piece of music for a celebration using features from the style of music 	Unit – Electricity How can we use rhythm and time to create and perform music? <ul style="list-style-type: none"> How can we explore rhythmic notation and find the beats of the pulse in different time signatures? How can we read and perform rhythmic notation? How can we extend our knowledge of time signatures and rhythmic notation? How can we create rhythms and notate them using a variety of different length notes and rests? How can we refine and rehearse rhythm grid compositions? How can we perform and appraise notated rhythm pieces? 	Unit – Arctic How can we use music to tell a story with sounds? <ul style="list-style-type: none"> How can we explore and create a programmatic Arctic soundscape? How can we record musical ideas using graphic notation? How can we compose a melody while considering phrasing? How can we explore the contrasts between dissonance and consonance and apply them to our composition? How can we organise music using ternary form structure? How can we share, listen to, and appraise the performances of others?

