

Music	The Gun Powder Plot	Seasons	Polar Regions	To Infinity and Beyond	Under the Sea	Where is Dartmoor?
EYFS	Singing Songs Together	Likes and Dislikes	Dance and Performing Arts	Singing in groups and Independently	Pitch and Melody	Making Music
Owls Year A	<p>Year 1</p> <ul style="list-style-type: none"> • Sing for Pleasure: Boom Chicka Boom • Voices Foundation: Have you Brought your Whispering Voice? <p>Year 2</p> <ul style="list-style-type: none"> • Little Sally Saucer • Trad. Star Light, Star Bright, First Star I See Tonight <p>Listening</p> <p>Western Classical Tradition – Rondo alla Turca – Mozart</p> <p>Night Ferry Anna Clyne 21st Century</p>	<p>Year 1</p> <ul style="list-style-type: none"> • Voices Foundation: Hello, How are You • Bance: Copy Kitten <p>Year 2</p> <ul style="list-style-type: none"> • Trad. Hey, Hey, Look at Me • Trad. Rain, Rain Go Away <p>Composing</p> <ul style="list-style-type: none"> • Improve simple vocal chants, using question and answer phrases. • Create musical sound effects and short sequences of sounds in response to 	<p>Year 1</p> <ul style="list-style-type: none"> • Voicelinks: I'm a Train • Bounce High, Bounce Low <p>Year 2</p> <ul style="list-style-type: none"> • Trad. Acka Backa • Voicelinks: The King is in the Castle <p>Listening</p> <p>Western Classical Tradition and Film</p> <p>Mars from The Planets</p> <p>Holst 20th Century</p> <p>Bolero Ravel 20th Century</p>	<p>Year 1</p> <ul style="list-style-type: none"> • Singing Sherlock: Dr Knickerbocker • Dragon Dance <p>Year 2</p> <ul style="list-style-type: none"> • Young Voiceworks: Ebenezer Sneezer • Trad. Oats and Beans and Barley Grow <p>Musicianship</p> <p>Musicianship Pulse/Beat</p> <ul style="list-style-type: none"> • Walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of 	<p>Year 1</p> <ul style="list-style-type: none"> • Trad. Bangladesh: Mo matchi (Song of the Bees) <p>Year 2</p> <ul style="list-style-type: none"> • Singing Sherlock 1: Teddy Bear • Rock n Roll • Trad. Oliver Cromwell <p>Listening</p> <p>Popular Music</p> <p>Art Pop - Wild Man - Kate Bush</p> <p>Blues - Runaway Blues - Ma Rainey</p>	<p>Year 1</p> <ul style="list-style-type: none"> • Trad. Ghana: Kye Kye Kule • Trad. England: An Acre of Land <p>Year 2</p> <ul style="list-style-type: none"> • Trad. Lovely Joan • Trad. Searching for Lambs <p>Musicianship</p> <p>Rhythm</p> <ul style="list-style-type: none"> • Perform short copycat rhythm patterns accurately, led by the teacher. • Perform short repeating rhythm patterns (ostinati) while keeping in time with a steady beat. • Perform word-pattern chants (e.g. ca-ter-pil-lar crawl, fish and chips); create, retain and perform their own rhythm patterns.

		<p>stimuli, e.g. a rainstorm or a train journey. Combine to make a story, choosing and playing classroom instruments (e.g. rainmaker) or sound-makers (e.g. rustling leaves). • Understand the difference between creating a rhythm pattern and a pitch pattern. • Invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns. • Use music technology, if available, to capture, change and combine sounds. • Recognise how</p>		<p>the music changes. • Use body percussion, (e.g. clapping, tapping, walking) and classroom percussion (shakers, sticks and blocks, etc.), playing repeated rhythm patterns (ostinati) and short, pitched patterns on tuned instruments (e.g. glockenspiels or chime bars) to maintain a steady beat. • Respond to the pulse in recorded/live music through movement and dance, e.g. o Stepping (e.g. Mattachins from Capriol Suite by Warlock), o Jumping (e.g.</p>		<p>Pitch • Listen to sounds in the local school environment, comparing high and low sounds. • Sing familiar songs in both low and high voices and talk about the difference in sound. • Explore percussion sounds to enhance storytelling, e.g. o ascending xylophone notes to suggest Jack climbing the beanstalk, o quiet sounds created on a rainstick/shakers to depict a shower, o regular strong beats played on a drum to replicate menacing footsteps. • Follow pictures and symbols to guide singing and playing, e.g. 4 dots = 4 taps on the drum. Instrument focus: Ocarinas</p>
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		<p>graphic notation can represent created sounds. Explore and invent own symbols, for example:</p> <p>Instrument focus: Handbells</p>		<p>Trepak from The Nutcracker by Tchaikovsky) o Walking on tiptoes (e.g. Scherzo from The Firebird Suite by Stravinsky).</p> <p>Instrument focus: Glockenspiel</p>		
Owls Year B	<p>Year 1</p> <ul style="list-style-type: none"> • Sing for Pleasure: Boom Chicka Boom • Voices Foundation: Have you Brought your Whispering Voice? <p>Year 2</p> <ul style="list-style-type: none"> • Voicelinks: Fireworks <p>Listening</p> <p>Popular Music</p> <p>Pop - with a little help from my friends - The Beatles</p> <p>Rock N Roll - Hound Dog - Elvis Presley</p>	<p>Year 1</p> <ul style="list-style-type: none"> • Voices Foundation: Hello, How are You • Bance: Copy Kitten <p>Year 2</p> <ul style="list-style-type: none"> • Trad. Bangladesh: Charti Kula beng (Four Fat Frogs) <p>Composing</p> <ul style="list-style-type: none"> • Create music in response to a non-musical stimulus (e.g. a storm, a car race, or a rocket launch). • Work 	<p>Year 1</p> <ul style="list-style-type: none"> • Voicelinks: I'm a Train • Bounce High, Bounce Low <p>Year 2</p> <ul style="list-style-type: none"> • Trad. America: Built My Lady a Fine Brick House <p>Musicianship</p> <p>Pulse/Beat</p> <ul style="list-style-type: none"> • Understand that the speed of the beat can change, creating a faster or slower pace (tempo). • Mark the beat of a listening piece (e.g. Bolero by Ravel) by tapping or clapping and recognising tempo as 	<p>Year 1</p> <ul style="list-style-type: none"> • Singing Sherlock: Dr Knickerbocker • Dragon Dance <p>Year 2</p> <ul style="list-style-type: none"> • Sing Up: Paintbox <p>Musicianship</p> <p>Rhythm</p> <ul style="list-style-type: none"> • Play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion. • Create rhythms using word 	<p>Year 1</p> <ul style="list-style-type: none"> • Trad. Bangladesh: Mo matchi (Song of the Bees) <p>Year 2</p> <ul style="list-style-type: none"> • Trad. Australia: I Got Kicked by a Kangaroo <p>Listening</p> <p>Musical Traditions</p> <p>Brazil Samba Fanfarra (Cabua-Le-Le) Sérgio Mendes/Carlinhos Brown</p> <p>Indonesia – Gamelan – Baris –</p>	<p>Year 1</p> <ul style="list-style-type: none"> • Trad. Ghana: Kye Kye Kule • Trad. England: An Acre of Land <p>Year 2</p> <ul style="list-style-type: none"> • Trad. Bangladesh: Hatti – ma tim tim (An Imaginary Bird) <p>Musicianship</p> <p>Pitch</p> <ul style="list-style-type: none"> • Play a range of singing games based on the cuckoo interval (so-mi, e.g. Little Sally Saucer) matching voices accurately, supported by a leader playing the melody. The melody could be played on a piano, acoustic

		<p>with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion, creating a musical conversation. • Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces. • Use music technology, if available, to capture, change and combine sounds.</p> <p>Instrument focus: Handbells</p>	<p>well as changes in tempo. • Walk in time to the beat of a piece of music or song (e.g. La Mourisque by Susato). Know the difference between left and right to support coordination and shared movement with others. • Begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats. • Identify the beat groupings in familiar music that they sing regularly and listen to, e.g. o in 2 Maple Leaf Rag by Joplin o in 3 The Elephant from Carnival of the Animals by Saint-Saëns</p>	<p>phrases as a starting point (e.g. Hel-lo Simon or Can you come and play?). • Read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers and crotchets rests. • Create and perform their own chanted rhythm patterns with the same stick notation.</p> <p>Instrument focus: Glockenspiel</p>	<p>Gong Kebyar of Peliatan Composing</p> <ul style="list-style-type: none"> •Improvise simple vocal chants, using question and answer phrases. •Create musical sound effects and short sequences of sounds in response to stimuli, e.g. a rainstorm or a train journey. <p>Combine to make a story, choosing and playing classroom instruments (e.g. rainmaker) or sound-makers (e.g. rustling leaves).</p> <ul style="list-style-type: none"> •Understand the difference between creating a rhythm pattern 	<p>instrument or backing track. • Sing short phrases independently within a singing game or short song. • Respond independently to pitch changes heard in short melodic phrases, indicating with actions (e.g. stand up/sit down, hands high/hands low). • Recognise dot notation and match it to 3-note tunes played on tuned percussion, for example:</p> <p>Instrument focus: Ocarinas</p>
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					<p>and a pitch pattern.</p> <ul style="list-style-type: none"> • Invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns. • Use music technology, if available, to capture, change and combine sounds. • Recognise how graphic notation can represent created sounds. Explore and invent own symbols. 	
Music Buzzards	Autumn 1 Civilisation and Democracy	Autumn 2 Culture	Spring 1 All Around the World	Spring 2 Exploration and Discoveries	Summer 1 Natural Wonder	Summer 2 Community
Year A	<p>Focus: Singing</p> <p>Sing Up: Heads and Shoulders</p>	<p>Focus: Playing Glockenspiels</p> <p>Listening</p>	<p>Focus: Composing/Improvising</p> <p>Listening</p>	<p>Focus: Singing</p> <p>Flying a Round: To stop the train</p>	<p>Focus: Playing Djembe</p> <p>Listening</p>	<p>Focus: Composing/Improvising</p> <p>Listening</p>

	<p>Singing Sherlock 2: Si, Si, Si</p> <p>Junior Voiceworks 1: Calypso</p> <p>Junior Voiceworks 2: Our Dustbin</p> <p>Trad. Ireland: Danny Boy</p> <p>Kodály: Rocky Mountain</p> <p>Listening</p> <p>Symphony No. 5</p> <p>Beethoven – Classical</p> <p>Euchari – Hildegard - Early</p>	<p>Jai Ho – A.R. Rahman 21st Century</p> <p>Rondo alla Turca - Mozart - Classical</p>	<p>90s Indie – Wonderwall</p> <p>Oasis</p> <p>Blues – Runaway Blues – Ma Rainey</p>	<p>Trad. Japan: Kaeru no uta</p> <p>Voiceworks 1: Hear the Wind</p> <p>Kendrick: Servant King</p> <p>Kodály: My Paddle</p> <p>High Low</p> <p>Chickalo</p> <p>Sing Up: One Moment, One People</p> <p>Listening</p> <p>Bolero – Ravel – 20th Century</p>	<p>Night on a bare mountain – Mussorgsky - Romantic</p>	<p>Indian Classical – Sahela Re – Kishori Amonkar</p>
Year B	<p>Focus: Singing</p> <p>Trad. Morocco: A ram sam sam/Pease</p> <p>Pudding Hot</p> <p>Trad. Bangladesh: Now charia de (A Boatman’s Song)</p> <p>Happy Birthday</p> <p>Great Weather Songs: Long Journey</p> <p>Ally Ally O</p>	<p>Focus: Playing Ukulele</p> <p>Listening</p> <p>For the Beauty of the Earth – Rutter -20th Century</p> <p>Night Ferry -Anna Clyne – 21st Century</p>	<p>Focus: Composing/Improvising</p> <p>Listening</p> <p>90s Singer – Play dead – Bjork</p> <p>80s Synth – Smalltown Boy – Bronski Beat</p>	<p>Focus: Singing</p> <p>Junior Songscape: Listen to the Rain</p> <p>Voicelinks: Extreme Weather</p> <p>Great Celebration</p>	<p>Focus: Playing Recorders</p> <p>Listening</p> <p>Disco – Le Freak – Chic</p> <p>90s Indie – Wonderwall - Oasis</p>	<p>Focus: Composing/Improvising</p> <p>Nigeria – Drumming – Jin-Go-La-Ba (Drums of Passion) Babatunde Olatunji</p> <p>South Africa – Choral – Inkanyezi Nezazi – Ladysmith Black Mambazo</p>

	<p>Trad. Caribbean: Four White Horses Sing Up: Be the Change</p> <p>Listening</p> <p>English Folk Song Suite – Vaughan Williams – 20th Century</p> <p>Symphonic Variations on an African Air – Coleridge- Taylor 20th Century</p>			<p>Songs: World in Union Sing Up: Just like a Roman Trad. Uganda: Dipidu Are You Ready? Sing Up: There's a Power in the Music</p> <p>Listening</p> <p>Jazz – Tae the A train – Billystrayhorn Funk – I feel good – James Brown</p>		
Year C	<p>Focus: Singing</p> <p>Trad. Ireland: Be Thou My Vision Trad. Ghana: Namuma Row, Row, Row your Boat Sing Up: We are the Champions</p>	<p>Focus: Playing Recorders</p> <p>Listening</p> <p>This Little Babe – Britten – 20th Century</p>	<p>Focus: Composing/Improvising</p> <p>Listening</p> <p>Art Pop – Wild Man – Kate Bush Middle East – Folk - Sprinting Gazelle – Reem Kelani</p>	<p>Focus: Singing</p> <p>Junior Voiceworks 1: Now The Sun Is Shining Voiceworks 1: Candle Light Sing for Pleasure: Ghosts</p>	<p>Focus: Playing Glockenspiels</p> <p>Listening</p> <p>Polan – Folk – Mazurkas Op 24 – Chopin</p>	<p>Focus: Composing/Improvising</p> <p>Argentina – Tango – Libertango - Piazzolla</p>

	<p>British National Anthem – God Save the Queen</p> <p>Listening</p> <p>1812 Overture – Tchaikovsky - Romantic</p> <p>Connect It – Anna Meredith – 21st Century</p>	<p>90s RnB – Say My Name – Destiny’s Child</p>				
Year D	<p>Focus: Singing</p> <p>Singing Sherlock 2: Shadow</p> <p>Singing Express 3: Mirror</p> <p>Trad. South Africa: Siyahamba</p> <p>Junior Voiceworks 1: Calypso</p> <p>Listening</p> <p>Hallelujah – Handel - Baroque</p>	<p>Focus: Playing</p> <p>Skye Boat Song</p> <p>Harmonicas</p> <p>Listening</p> <p>Mars – Holst – 20th Century</p>	<p>Focus: Composing/Improvising</p> <p>Listening</p> <p>Rock n Roll – Hound Dog</p> <p>Elvis Presley</p>	<p>Focus: Singing</p> <p>Trad. England: Ah! Poor bird/Hey, Ho! Nobody home/Rose</p> <p>Sing Up: Touch the Sky</p> <ul style="list-style-type: none"> • Sing Up: Dona Nobis Pacem <p>Listening</p> <p>Pop – with a little help from</p>	<p>Focus: Playing</p> <p>Djembe</p> <p>Listening</p> <p>Brazil – Samba - Fanfarra (Cabua-Le-Le) Sergio Mendes</p>	<p>Focus: Composing/Improvising</p> <p>Listening</p> <p>Indonesia – Gamelan – Baris – Gong Kebyar of Peliatan</p>

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