

Year	Autumn 1 - Ourselves	Autumn 2 - Toys	Spring 1 – People Who Help Us	Spring 2 - Where Do I Live?	Summer 1 - Animals	Summer 2 - Journeys
1 <u>Statutory requirements</u> These MUST be covered.	Pupils should be taught to: <ul style="list-style-type: none"> ♣ use their voices expressively and creatively by singing songs and speaking chants and rhymes ♣ play tuned and untuned instruments musically ♣ listen with concentration and understanding to a range of high-quality live and recorded music ♣ experiment with, create, select and combine sounds using the inter-related dimensions of music. 					
<u>Statutory requirements</u> These MUST be covered.		listen with concentration and understanding to a range of high-quality live and recorded music			listen with concentration and understanding to a range of high-quality live and recorded music	
Notes	Music Express ('Sounds Interesting' – Exploring sounds).	Music Express ('Feel the Pulse' Exploring pulse and rhythm). Composers – Tchaiovsky Nutcracker suite	Music Express – ('Taking off' Exploring Pitch) Songs about people who help us.	Music Express – ('What's the score?' Exploring instruments and symbols).	Music Express ('Rain, rain, go away' Exploring timbre, tempo and dynamics). Composers - Charles-Camille Saint-Saëns	Music Express ('The long and short of it' Exploring duration).

Year	Treasure	Autumn 2 – Fire! Fire!	Spring 1 – Let's Investigate!	Spring 2 - Food	Summer 1 - Superheroes	Summer 2 – Passport to the World
2 <u>Statutory requirements</u> These MUST be covered.	Pupils should be taught to: ♣ use their voices expressively and creatively by singing songs and speaking chants and rhymes ♣ play tuned and untuned instruments musically ♣ listen with concentration and understanding to a range of high-quality live and recorded music ♣ experiment with, create, select and combine sounds using the inter-related dimensions of music.					
<u>Statutory requirements</u> These MUST be covered.	use their voices expressively and creatively by singing songs and speaking chants and rhymes	listen with concentration and understanding to a range of high-quality live and recorded music	play tuned and untuned instruments musically experiment with, create, select and combine sounds using the inter-related dimensions of music.		listen with concentration and understanding to a range of high-quality live and recorded music	listen with concentration and understanding to a range of high-quality live and recorded music ♣ experiment with, create, select and combine sounds using the inter-related dimensions of music.
Notes	Music Express (The long and the short of it) Exploring duration. Sea shanties & pirate poems	Music Express ('What's the score' Exploring instruments and symbols). Composers – Fire music Sing in a round – London's burning	Workshops with singing teacher on life cycles etc. (1 class) Music Express – ('Taking Off' – Exploring pitch). (1 class) Make and play own musical instruments Investigate ways of recording their compositions	Workshops with singing teacher. (1 class) Music Express ('Feel the Pulse' – Exploring Pulse and Rhythm) (1 class).	Music Express – ('Sounds Interesting' – Exploring sounds). Composers – super hero music. John Williams	Music Express. ('Sound Interesting' Exploring Sounds). Music from around the world.

Year	Autumn 1 – Houses and Homes	Autumn 2 – Time Detectives	Spring 1 – People	Spring 2 - On the Move!	Summer 1 –Sounds Good to Me!	Summer 2 – Barks, Shoots and Leaves
3 <u>Statutory requirements</u> These MUST be covered.	<p>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ♣ improvise and compose music for a range of purposes using the inter-related dimensions of music ♣ listen with attention to detail and recall sounds with increasing aural memory ♣ use and understand staff and other musical notations ♣ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians ♣ develop an understanding of the history of music. 					
<u>Statutory requirements</u> These MUST be covered.			appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians			appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and
Notes	Music Express. ('Playit again') Exploring rhythmic patterns.	Music Express ('What's the score' Exploring instruments and symbols). Music express – The class orchestra	Music Express – ('Dragon Scales' – Pentatonic scales). Famous composers	Music Express – Painting with sound- Exploring colours.	Composing- exploring sounds - layers of sound using musical instruments to create this affect. Voices / loudsoft - body sounds	Music Workshops with singing teacher. (1 class) Music Express ('The Class Orchestra' Exploring arrangements (1 class). Composers- Jean Sibelius: 5 Pieces for Piano Op.75 ('The Trees')

Year	Autumn 1 – Where Does it Come From?	Autumn 2 – Let's Get Wet!	Spring 1 – Ancient Egypt	Spring 2 - Our Active Planet	Summer 1 – We've Got the Power	Summer 2 – By the Sea
4	<p>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ♣ improvise and compose music for a range of purposes using the inter-related dimensions of music ♣ listen with attention to detail and recall sounds with increasing aural memory ♣ use and understand staff and other musical notations ♣ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians ♣ develop an understanding of the history of music. 					
<u>Statutory requirements</u> <u>These MUST be covered.</u>		appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	<p>develop an understanding of the history of music.</p> <p>improvise and compose music for a range of purposes using the inter-related dimensions of music</p>			<p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>improvise and compose music for a range of purposes using the inter-related dimensions of music</p>
Notes	Keyboards.	<p>Keyboards.</p> <p>♣ Handel's water music</p>	<p>Keyboards.</p> <p>Music from Ancient Egyptisn times – look at evidence of instruments from that time and compose.</p>	Keyboards.	Keyboards.	<p>Keyboards.</p> <p>Performance – concert</p> <p>Create a sea scape using instruments</p>

Year	Autumn 1 – Out of this World	Autumn 2 – Invaders and Settlers	Spring 1 – Is it Fair?	Spring 2 - The Victorians	Summer 1 - Communication	Summer 2 - Change
5 <u>Statutory requirements</u> These MUST be covered.	Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to: <ul style="list-style-type: none"> ♣ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ♣ improvise and compose music for a range of purposes using the inter-related dimensions of music ♣ listen with attention to detail and recall sounds with increasing aural memory ♣ use and understand staff and other musical notations ♣ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians ♣ develop an understanding of the history of music. 					
<u>Statutory requirements</u> These MUST be covered.	develop an understanding of the history of music. appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	use and understand staff and other musical notations	improvise and compose music for a range of purposes using the inter-related dimensions of music	play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	improvise and compose music for a range of purposes using the inter-related dimensions of music	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
Notes	Clarinets Gustav Holst and history of 'The Planet Suite' Space Soundscapes workshops with singing teacher (1 class) Music Express – ('Journey into	Clarinets Music Express – (Roundabout – 'Exploring Rounds').	Clarinets Create rainforest sound scape.	Clarinets Victorian Songs Composer – Elgar	Clarinets Jingles- record and send to local radio.	Clarinets – performance at concert. Hange – 4 seasons - Vivaldi

	Space') Exploring sound sources. (1 class).					
Year	Autumn 1 – The Greek Influence	Autumn 2 - Macbeth	Spring 1 – Evacuation (Friend or Foe?)	Spring 2 - SATs Revision/Buggies	Summer 1 - How to Train your Dragon	Summer 2 – Mini-Enterprise
6 <u>Statutory requirements</u> These MUST be covered	<p>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> ♣ play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ♣ improvise and compose music for a range of purposes using the inter-related dimensions of music ♣ listen with attention to detail and recall sounds with increasing aural memory ♣ use and understand staff and other musical notations ♣ appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians ♣ develop an understanding of the history of music. 					
<u>Statutory requirements</u> These MUST be covered.	improvise and compose music for a range of purposes using the inter- related dimensions of music	play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy,	listen with attention to detail and recall sounds with increasing aural memory	improvise and compose music for a range of purposes using the inter- related dimensions of music		play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
Notes	Music Express Raps – bullying – links to E safety	Music Express Class assembly Christmas songs – carol service	Music Express WW11	Music Express Compose and analyse music- mood, effects, terminology, tempo etc	Music Express	Year 6 Production