

Year	Year 1 Music					
KS1 Objectives	Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
To listen with concentration and understanding to a range of high-quality live and recorded music	Number: Chinese dance, In the Hall of the Mountain King	Weather: Mr Beethoven's storm Christmas carols and other Christmas songs/music	Machines: Professor Brains, Whirr beep boom chug, A journey Seasons: Down go the seeds, Dig dig dig, Let the sun shine big	Our School: Mr Map's classroom music, The compass song Pattern: Creature beat, Creature beat pattern, Creature beat counting	Storytime: Which story?, Do as I'm doing, Slow and creepy, Fast and cheery Our Bodies: The toe tap steady beat, The toe tap rhythm, The keel row	Our Bodies: What's your beat?, Click flippity flap clap Travel: Shoes a-go-go, Tuk-tuk game, Tuk-tuk song
To perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians	Number: Chinese dance, In the Hall of the Mountain King	Weather: Mr Beethoven's storm Christmas carols and other Christmas songs/music			Storytime: Which story? Our Bodies: The keel row	
To use voices expressively and creatively by singing songs and speaking chants and rhymes	Ourselves: Chase the Sound, Start with singing, Playing at the park, Say it Number: Show me one click, Mr Macarella moves, Macarella copycats	Weather: Mister wind, Listen to the wind, Thunder, We're indoors, Weather chant, Mr Beethoven's storm Christmas carols and other Christmas songs/music	Machines: Professor Brains, Whirr beep boom chug Seasons: Warm up and cool down, Listen at the window, Where are my winter boots?, Down go the seeds, Dig dig dig, Let the sun shine big	Our School: The compass song, Our compass music Pattern: Creature beat, Creature beat pattern, Creature beat counting	Storytime: Huff puff click click, Do as I'm doing, Slow and creepy, Fast and cheery	Our Bodies: What's your beat?, Click flippity flap clap Travel: Shoes a-go-go, New shoes a-go-go, Tuk-tuk game, Tuk-tuk song

Year	Year 1 Music					
KS1 Objectives	Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
To play tuned and untuned instruments musically	Number: Mr Macarella's percussion	Weather: Listen to the wind, Thunder, Stormy instruments	Machines: Amazing band, Factory robots Steam power	Our School: Sounds map, Kitchen taps and table rap	Storytime: Three little pigs rap, Story warm ups, Do as I'm doing, Slow and creepy, Fast and cheery Our Bodies: The toe tap steady beat, The toe tap rhythm, The keel row	Our Bodies: What's your beat?, Click flippity flap clap Travel: Tuk-tuk percussion Free composition
To experiment with, create, select and combine sounds using the inter-related dimensions of music	Ourselves: Start with singing, Playing at the park	Weather: Listen to the wind, Thunder		Our School: Kitchen taps and table rap, Our compass music	Storytime: Story warm ups	Our Bodies: Click flippity flap clap Travel: New shoes a-go-go Free composition

Year	Year 2 Music					
KS1 Objectives	Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
To listen with concentration and understanding to a range of high-quality live and recorded music	Ourselves: Duet for two cats	Toys: Scooter girl chants—downhill-uphill Christmas carols and other Christmas songs/music	Our bodies: The waggon passes, Come to the party Our Bodies: The ball, Throw bounce twist	Animals: The lion sleeps tonight Number: Schiarazula marazula Weather: The four seasons	Story time: Sound games, Night on the bare mountain Seasons: Sakura	Patterns: Spider song, Spider leg dance, Spider rhythms Travel: Our short ride
To perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians	Toys: Toys on the move	Toys: Scooter girl chants—downhill-uphill Christmas carols and other Christmas songs/music	Our land: Map of myths -Scotland-Northern Ireland, Sounds of water Our bodies: The waggon passes, Come to the party, Throw bounce twist, Throw bounce twist play	Animals: The lion sleeps tonight Number: Schiarazula marazula Weather: The four seasons	Story time: Night on the bare mountain Seasons: Sakura	
To use voices expressively and creatively by singing songs and speaking chants and rhymes	Ourselves: Feeling vocal, I like..., If you're feeling blue, If you're feeling blue again Ourselves: Draw the cats' conversation	Toys: Scooter girl chants—downhill-uphill Christmas carols and other Christmas songs/music	Our land: Map of myths -Scotland-Northern Ireland Our bodies: The waggon passes, Come to the party, Throw bounce twist,	Number: Sing me one copy game Weather: Waiting for the bus	Story time: Spooky Spinney Seasons: Months of the year calypso, Sakura, The koto	Patterns: Spider song Water: Slippery fish pitch movement and performance Travel: Our short ride

Year	Year 1 Music					
KS1 Objectives	Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
To play tuned and untuned instruments musically	<p>Ourselves: I like...</p> <p>Toys: Uphill, downhill, Scoot away</p>	<p>Toys: Scoot away</p>	<p>Our land: Lochs and monsters, seas and giants</p> <p>Our bodies: Come to the party, Throw bounce twist play</p>	<p>Number: Wake! Shake! Percussion</p> <p>Weather: Waiting for the bus accompaniment</p>	<p>Story time: Sound games, Spooky instruments</p> <p>Seasons: Seasons rising</p>	<p>Patterns: Spider rhythms</p> <p>Water: Slippery fish pitch performance</p> <p>Travel: Our short ride, Another short ride</p>
To experiment with, create, select and combine sounds using the inter-related dimensions of music	<p>Ourselves: Feeling vocal, I like..., If you're feeling blue, If you're feeling blue again, Draw the cats' conversation</p> <p>Toys: Toy beat marking, Uphill, downhill, Scoot away</p>	<p>Toys: Uphill, downhill, Scoot Away</p>	<p>Our land: Lochs and monsters, seas and giants</p> <p>Our bodies: The waggon passes, Come to the party, Throw bounce twist, Throw bounce twist play</p>	<p>Animals: In the jungle, As the crow flies, Where will the crow go?</p> <p>Number: Schiarazula marazula, Wake and shake, Sing me one copy game</p> <p>Weather: Waiting for the bus accompaniment</p>	<p>Story time: Spooky instruments</p> <p>Seasons: Months of the year calypso, Our seasons, Seasons rising, Sakura, The koto</p>	<p>Patterns: Spider song, Spider leg dance, Spider rhythms</p> <p>Water: Slippery fish pitch movement and performance</p> <p>Travel: Our short ride, Another short ride</p>

Year	Year 3 Music					
KS2 Objectives	Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
To perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression	Environment: The Sound Collector, My Place, My Place Ostinato, Our Place, Our Place Soundscape, Our Place Rondo, Under the Bridge, Under the Bridge Composition	Christmas Carol: learning, practice and performance	Sounds: Idiophones—steel pans, Dis long time, gal and accompaniment Poetry: Sounds, Tiniest, noisiest... and performance, Bug Chant, Bug rhythms and movement, Performance	Music Extravaganza: learning, practice and performance	In the Past: Hi lo, middle lo, Conducting, Back in time, Drone, Ladder melodies Communication: The telephone song, Ringtones, Performance	Human Body: Bones, Bones Quiz, Instruments Singing French: Bonjour, mes amis, chantez, jouez..., A douze, Number mix-up, Instrument mix-up
To play and perform in solo and ensemble contexts, using musical instruments with increasing accuracy, fluency, control and expression	Environment: The Sound Collector, My Place, My Place Ostinato, Our Place, Our Place Soundscape, Our Place Rondo, Under the Bridge, Under the Bridge Composition		Sounds: Idiophones—steel pans, Dis long time, gal and accompaniment		In the Past: Hi lo, middle lo, Conducting, Back in time, Drone, Ladder melodies Communication: Let the games begin, Smiley computer games, Smiley's new moves	Human Body: Bones, Bones Quiz, Instruments Singing French: Bonjour, mes amis, chantez, jouez..., A douze, Number mix-up, Instrument mix-up
To improvise and compose music for a range of purposes using the inter-related dimensions of music	Environment: The Sound Collector, My Place, My Place Ostinato, Our Place, Our Place Soundscape, Our Place Rondo, Under the Bridge, Under the Bridge Composition Music Theory: pitch, rhythm, pulse/beat, dynamics, duration, ostinato, timbre		Poetry: Sounds, Tiniest, noisiest... and performance, Bug Chant, Bug rhythms and movement, performance		In the Past: Hi lo, middle lo, Conducting, Back in time, Drone, Ladder melodies Communication: The telephone song, Ringtones, Performance	Singing French: A douze, Number mix-up, Instrument mix-up

Year	Year 3 Music					
KS2 Objectives	Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
To listen with attention to detail and recall sounds with increasing aural memory	Environment: The Sound Collector, My Place, My Place Ostinato, Our Place, Our Place Soundscape, Our Place Rondo, Under the Bridge, Under the Bridge Composition	Music History: Medieval/Plainchant, Baroque, Classical	Sounds: Idiophones—steel pans, Dis long time, gal and accompaniment Poetry: Sounds, Tiniest, noisiest... and performance, Bug Chant, Bug rhythms and movement, performance	Music Extravaganza: learning, practice and performance	In the Past: Hi lo, middle lo, Conducting, O Beata Infantia, Back in time, Drone, Ladder melodies Communication: The telephone song, Ringtones, Performance, Let the games begin, Smiley, computer games, Smiley's new moves	Human Body: Bones, Bones Quiz, Instruments Singing French: A douze, Number mix-up, Instrument mix-up Food and Drink: Breakfast calypso
To use and understand staff and other musical notations. To understand the inter-related dimensions of music	Music Theory: pitch, rhythm, pulse/beat, dynamics, duration, ostinato, timbre, structure		Sounds: Idiophones—steel pans, Dis long time, gal and accompaniment Poetry: Sounds, Tiniest, noisiest... and performance, Bug Chant, Bug rhythms and movement, performance		In the Past: Hi lo, middle lo, Conducting, O Beata Infantia, Back in time, Drone, Ladder melodies Communication: Let the games begin, Smiley, computer games, Smiley's new moves	Singing French: Bonjour, mes amis, chantez, jouez..., A douze, Number mix-up, Instrument mix-up
To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians		Music History: Medieval/Plainchant, Baroque, Classical	Sounds: Idiophones—steel pans, Dis long time, gal and accompaniment	Music Extravaganza: learning, practice and performance	In the Past: Hi lo, middle lo, Conducting, O Beata Infantia, Back in time, Drone, Ladder melodies	
To develop an understanding of the history of music		Music History: Medieval/Plainchant, Baroque, Classical	Sounds: Idiophones—steel pans, Dis long time, gal and accompaniment		In the Past: Hi lo, middle lo, Conducting, O Beata Infantia, Back in time, Drone, Ladder melodies	

Year	Year 4 Music					
KS2 Objectives	Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
To perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression		Christmas Carol: learning, practice and performance	Poetry: Hand on the bridge, Feel the rhythm of time, Performance Environment: The tree in season/ Composition Environment: Global warming, Accompaniments, Sounds	Music Extravaganza: learning, practice and performance	Sounds: When the saints, Swing sing, Performance Recycling: Jazz Junk, Jazz junk instruments, Performance, Improvisations	Around the world: Where is the beat?, Kwaheri rhythms, Kwaheri Melody Time: Canterbury Bells, Singing the chimes, performance, Off beat music, The jazzy clock, Syncopated clock In the past: Let's dance, Performance
To play and perform in solo and ensemble contexts, using musical instruments with increasing accuracy, fluency, control and expression	Recorders: learning to play the recorder	Recorders: learning to play the recorder	Environment: The tree in season, Composition Environment: Global warming, Accompaniments, Sounds		Recycling: Paper tree, Paper groove, Jazz Junk, Jazz junk instruments, Performance, Improvisations	Around the world: Where is the beat?, Kwaheri rhythms, Kwaheri Melody Time: Canterbury Bells, Singing the chimes, performance
To improvise and compose music for a range of purposes using the inter-related dimensions of music To understand the inter-related dimensions of music			Music Theory: pitch, rhythm, pulse/beat, dynamics, duration, ostinato, timbre, structure Poetry: Hand on the bridge, Feel the rhythm of time, Performance Environment: The tree in season, Composition Environment: Global warming, Accompaniments, Sounds		Sounds: When the saints, Swing sing, Performance Recycling: Paper tree, Paper groove, Jazz Junk, Jazz junk instruments, Performance, Improvisations	Around the world: Where is the beat?, Kwaheri rhythms, Kwaheri Melody Time: Canterbury Bells, Singing the chimes, performance, Off beat music, The jazzy clock, Syncopated clock

Year	Year 4 Music					
KS2 Objectives	Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
To listen with attention to detail and recall sounds with increasing aural memory	Recorders: listening to and recalling recorder pieces	Recorders: listening to and recalling recorder pieces	Poetry: Hand on the bridge, Feel the rhythm of time, Performance Environment: Vivaldi's four seasons	Music Extravaganza: learning, practice and performance	Sounds: When the saints, Swing sing, Performance, In the mood, Hey Mr Miller, Round Recycling: Paper tree, Paper groove	Around the world: Where is the beat?, Kwaheri rhythms, Kwaheri Melody Time: Canterbury Bells, Singing the chimes, performance, Off beat music, The jazzy clock, Syncopated clock In the past: Let's dance, Accompaniment
To use and understand staff and other musical notations To understand the inter-related dimensions of music	Recorders: reading music, understanding stave, bar, notes (crotchet etc.)	Recorders: reading music, understanding stave, bar, notes (crotchet etc.)	Poetry: Hand on the bridge, Feel the rhythm of time, Performance Environment: Global warming, accompaniments, sounds		Sounds: When the saints, Swing sing, Performance Recycling: Paper tree, paper groove, Jazz Junk, Jazz junk instruments, Performance, Improvisations	Around the world: Where is the beat?, Kwaheri rhythms, Kwaheri Melody Time: Canterbury Bells, Singing the chimes, performance, Off beat music, The jazzy clock, Syncopated clock
To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	Recorders: reference to recorders as an early instrument	Recorders: reference to recorders as an early instrument	Environment: Vivaldi's four seasons	Music Extravaganza: learning, practice and performance	Sounds: When the saints, Swing sing, Performance, In the mood, Hey Mr Miller, Round	Around the world: Where is the beat?, Kwaheri rhythms, Kwaheri Melody Time: Syncopated clock In the past: Let's dance,
To develop an understanding of the history of music	Recorders: reference to recorders as an early instrument	Recorders: reference to recorders as an early instrument	Environment: Vivaldi's four seasons		Sounds: When the saints, Swing sing, Performance, In the mood, Hey Mr Miller, Round Music history: Jazz	Around the world: Where is the beat?, Kwaheri rhythms, Kwaheri Melody Time: Canterbury Bells, Singing the chimes, performance, Syncopated clock In the past: Let's dance

Year	Year 5 Music					
KS2 Objectives	Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
To perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression	<p>Our Community: Tour through time, Step through time</p> <p>Our Community: New Jerusalem</p> <p>Solar system: Sun blast</p>	<p>Life cycles: Don't wake the baby, Shh, Squelch</p> <p>Christmas Carol</p>	<p>Lifecycle: Deadline, Deadline voices, Sequenza III, Work sounds, Work structures</p>	<p>Keeping Healthy: Heartbeat, Body popping skeleton, Stretch and lunge, Dry bones, Synchronised swimming, Learn to swim in unison, Learn to swim in two lanes, Get yourself a bike, Bike, On your bike</p>	<p>At the movies: Action mouse song</p>	<p>Celebration: Everybody loves Saturday night, Everybody loves harmony</p> <p>Production: learning, practice and performance</p>
To play and perform in solo and ensemble contexts, using musical instruments with increasing accuracy, fluency, control and expression	<p>Our Community: Melodic ostinato</p>	<p>Life cycles: Lullaby, Shh</p>	<p>Lifecycle: Deadline instruments, Funeral prelude, Trills and Spills</p>	<p>Keeping Healthy: Performance, Stretch and lunge, Scale bones, Pootside Team</p>	<p>At the movies: Musical sound effects, Abstract Albert, Abstract Albert with Mickey Mousing</p>	<p>Celebration: Saturday night band</p>
To improvise and compose music for a range of purposes using the inter-related dimensions of music	<p>Our Community: Here and now, Lyrics in present times</p>		<p>Lifecycle: Deadline instruments, Work sounds, Work structures</p>		<p>At the movies: Storyboard cartoon sequence, Abstract Albert, Abstract Albert with Mickey Mousing, Running rodent, Musical clichés</p>	<p>Celebration: Saturday night band</p> <p>Free composition: composition and performance</p>

Year	Year 5 Music					
KS2 Objectives	Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
To listen with attention to detail and recall sounds with increasing aural memory	<p>Our Community: Tour through time, Step through time, Tour through time again, Old Jerusalem, Conducting threes and twos</p> <p>Solar system: Music of the starry night, Loudometer graphs</p>	<p>Life cycles: Don't wake the baby, Squelch</p>	<p>Lifecycle: Deadline, Sequenza III, Late in life</p>	<p>Keeping Healthy: Heartbeat, Body popping skeleton, Stretch and lunge, Dry bones, Scale bones, Synchronised swimming, Learn to swim in unison, Get yourself a bike, Bike, On your bike</p>	<p>At the movies: Music in early animation, Musical sound effects, Action mouse song, Action mouse movie, Man in a tunnel, JANTastic ANTics</p>	
<p>To use and understand staff and other musical notations</p> <p>To understand the inter-related dimensions of music</p>	<p>Music theory: beat, rhythm, metre, structure, ostinato, reading music</p> <p>Our Community: Step through time, Tour through time again, Old Jerusalem, Conducting threes and twos, New Jerusalem</p> <p>Solar system: Music of the starry night, Loudometer graphs</p>	<p>Life cycles: Don't wake the baby, Lullaby, Squelch</p>	<p>Life cycles: Sequenza III, Work sounds, Work structures, Late in life, Funeral prelude, Trills and Spills</p>	<p>Keeping Healthy: Heartbeat, Body popping skeleton, Performance, Stretch and lunge, Dry bones, Scale bones, Synchronised swimming, Learn to swim in unison, Poolside Team, Get yourself a bike, Bike, On your bike</p>	<p>At the movies: Music in early animation, Musical sound effects, Abstract Albert, Abstract Albert with Mickey Mousing, Action mouse song, Action mouse movie, Running rodent, Man in a tunnel, JANTastic ANTics</p>	<p>Celebration: Everybody loves Saturday night, Everybody loves harmony</p>
To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	<p>Our Community: Old Jerusalem</p> <p>Solar system: Music of the starry night</p>	<p>Life cycles: Lullaby</p>	<p>Life cycles: Sequenza III, Late in life</p>		<p>At the movies: Music in early animation, Musical sound effects, Abstract Albert, Abstract Albert with Mickey Mousing, Man in a tunnel, JANTastic ANTics</p>	
To develop an understanding of the history of music	<p>Our Community: Old Jerusalem</p> <p>Solar system: Music of the starry night</p>		<p>Music history: Timeline, Asian music,</p> <p>Life cycles: Late in life</p>		<p>At the movies: Music in early animation, Musical sound effects, Abstract Albert, Abstract Albert with Mickey Mousing, Man in a tunnel, JANTastic ANTics</p>	

Year	Year 6 Music					
KS2 Objectives	Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
To perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression	World Unite: World unite body beats, World unite in syncopation Journeys: Walk, swim, fly, Voices calling, Many miles, Refuge, Who'll be your refuge?, Echoes, Something inside so strong, Harmony, So strong	Growth: Street busker, Street calls, Harmony junction, Street busker harmony		Roots: Ayelevi, Village life, Obwas si mi, The village vanishes, Sansa Kroma	Class Awards: Show song chorus and verse Singing for pleasure	Production: learning, practice and performance
To play and perform in solo and ensemble contexts, using musical instruments with increasing accuracy, fluency, control and expression		Growth: Street scene, Miming patterns, Double bass ostinato and calls		Roots: Ayelevi, Village life, The riverbank, Kpanlogo	Class Awards: Fanfare plus Free composition and performance	
To improvise and compose music for a range of purposes using the inter-related dimensions of music		Growth: Street calls, Double bass ostinato and calls		Roots: Ayelevi, Village life, The riverbank, River music and stepping stones	Class Awards: Fanfare plus Free composition and performance	Free composition: composition and performance

Year	Year 6 Music					
KS2 Objectives	Term 1.1	Term 1.2	Term 2.1	Term 2.2	Term 3.1	Term 3.2
To listen with attention to detail and recall sounds with increasing aural memory	Journeys: Walk, swim, fly.	Growth: Bolero, Street scene, Miming patterns, Double bass ostinato and calls	Music history: Timeline, Romantic, National anthems, modern music, The Beatles	Roots: Kpanlogo	Class Awards: Fanfare plus	
To use and understand staff and other musical notations To understand the inter-related dimensions of music	World Unite: World unite body beats, World unite in syncopation Journeys: Walk, swim, fly, Refuge, Who'll be your refuge?, Echoes, Something inside so strong, Harmony, So strong	Growth: Bolero, Street scene, Street busker, Street calls, Double bass ostinato and calls, Harmony junction, Street busker harmony		Roots: Kpanlogo, The village vanishes, Sansa Kroma	Class Awards: Show song chorus and verse, Fanfare plus Free composition and performance	
To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	Journeys: Something inside so strong	Growth: Bolero	Music history: Timeline, Romantic, National anthems, modern music, The Beatles	Roots: Ayelevi, Obwas si mi, Kpanlogo, The village vanishes, Sansa Kroma	Singing for pleasure Free composition and performance	
To develop an understanding of the history of music		Growth: Bolero	Music history: Timeline, Romantic, National anthems, modern music, The Beatles	Roots: Ayelevi, Obwas si mi, Kpanlogo, The village vanishes, Sansa Kroma	Free composition and performance	