	EYFS	YEAR ONE	YEAR TWO	YEAR THREE	YEAR FOUR	YEAR FIVE	YEAR SIX
Autumn One	Can we sing a range of familiar nursery rhymes and songs? Can we make sounds with instruments – scrape, hit, shake? Can we start/stop/play softly/loudly? Can we try to move in time with music? **(ELG)**	What is the pulse in a piece of music?  What is rhythm? **Link to Programme of study:** Play tuned and untuned instruments musically **pulse, rhythm** Kapow Unit link: Keeping the Pulse	What is pitch in a piece of music? What is notation? Why do we write music down? **Link to Programme of study:** Use their voices expressively and creatively by singing songs and speaking chants and rhymes **pitch, notation** Kapow Unit link: Musical me	What is timbre? What are dynamics? How can different timbres and dynamics change the mood of a piece of music? What is an ensemble? **Link to Programme of study:** Improvise and compose music for a range of purposes using the inter-related dimensions of music use and understand staff and other musical notations **timbre, dynamics, notation, ensemble** Kapow Unit Link: Mountains	What is texture in music? What is structure? What is body percussion? How can we use different instruments and sounds to create texture? **Link to Programme of study:** Improvise and compose music for a range of purposes using the inter-related dimensions of music use and understand staff and other musical notations **texture, structure, rhythm, pitch, body percussion** Kapow Unit link: Rainforests	What is notation? What is stave notation? How can we read and write music using pictures (graphic score)? How can we read and write music using stave notation? How can we sing with increasing accuracy, fluency, control and expression? **Link to Programme of study:** Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression **pulse, tempo, pitch, notation, stave notation, graphic score** Kapow Unit link: Ancient Egypt	What is the Kodaly method? How does the Kodaly method show note duration? How does it represent rhythm? What is minimalist music? What is the structure of Steve Reich's Clapping Music? **Link to Programme of study:** Listen with attention to detail and recall sounds with increasing aural memory. Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians **rhythm, pulse, tempo, dynamics, timbre, notation, Kodaly, minimalism**

							Kapow Unit link: Advanced rhythms
Autumn Two		How can different voices (timbres) help to tell a story? How can sound patterns (rhythm) help to tell a story? **Link to Programme of study:** listen with concentration and understanding to a range of high-quality live and recorded music. **timbre (voice), rhythm** Kapow Unit link: Fairytales	What is a soundscape? What are dynamics? How can events, actions and feelings within stories can be represented by pitch, dynamics and tempo? **Link to Programme of study:** Listen with concentration and understanding to a range of high-quality live and recorded music Play tuned and untuned instruments musically **pitch, dynamics, tempo, soundscape** Kapow Unit link: Musical Storytelling	What is Jazz? Where did it originate? What are the features of Jazz music? What is scat singing? What is syncopation? **Link to Programme of study:** 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. **rhythm, structure, pitch, syncopation** Kapow Unit link: Jazz	What is a musical motif? How can we develop a musical motif? How can we transpose a musical motif? How can we improve our singing technique? **Link to Programme of study:** Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression **pitch, pulse, structure, notation, motif, transpose** Kapow Unit link: Romans	What is a vocal composition? What effect do pitch and dynamics have on a vocal composition? What other effects can be created within a vocal composition? How can colour be used to inspire a vocal composition? **Link to Programme of study:** Improvise and compose music for a range of purposes using the inter-related dimensions of music use and understand staff and other musical notations **pitch, dynamics, texture, timbre, vocal composition** Kapow Unit link: Holi Festival	**Bhangra Beats – Global Grooves (New Unit)**  **Link to Programme of study:** Play tuned and untuned instruments musically

National Curriculum Programme of Study Singing and performing Composing and improvising Listening and appreciating	• 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.	• 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.
	• The inter-related dimensions of music are **pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure and notation**	