

Year Group	Term 1	Term 2	Term 3	Term 4
<b>Year 1</b>	<p><b>Steady Beat</b> Difference between beat, fast/slow, simple rhythms, singing, difference in pitches (high/low) and play on percussion instruments. Exploring different ways of singing or playing classroom instruments to find the sounds that match events etc</p>	<p><b>Percussion Instruments/School Production</b> Developing the knowledge of different instruments by matching pictures of the instruments to recordings of them being played. The children take part in assemblies and participate in a Christmas Production. We also look at different sounds and instruments.</p>	<p><b>Duration</b> Developing the ability to discriminate between longer and shorter sounds and to use them to create interesting sequences of sound. <b>The children will learn songs about diet – link to Science (What we eat).</b></p>	<p><b>Graphic Notation</b> Work with a variety of songs, practising tempo and duration and the differences when singing and playing the percussion instruments. They explore pitch differences, and how these can be described through graphic notation.</p>
<b>Year 2</b>	<p><b>Pulse and Rhythm</b> Recognise a pulse, or beat, and how to differentiate between pulse and rhythm. Pitch work includes recognising and re-acting to high, middle and low sounds</p>	<p><b>Painting and Sound</b> Compose or improvise sounds in response to a picture journey or trail (Ex a journey around town) <b>The children will learn songs about Zambia – link to Social Studies (Celebrations).</b></p>	<p><b>Texture</b> Develop their ability to discriminate between thick and thin (texture) sounds and to use them to create interesting sequences of sound. They identify different groups of instruments. Free style composition is also introduced.</p>	<p><b>Rhythm-Dictation</b> Consolidate the skills of reading, clapping and playing short rhythms. They are introduced to graphic notation and compose short pieces.</p>
<b>Year 3</b>	<p><b>Call and Response</b> Through a variety of songs, the children work on changes in beat and rhythms. They use pitched percussion instruments as the whole class engages in Ensemble playing and are introduced to 3 notes on the stage.</p>	<p><b>Staff Notation</b> African music is explored through songs, percussion playing and listening. The treble clef and staff as well as the recorder are introduced. <b>The children will learn songs about Rain-forest – link to Social Studies.</b></p>	<p><b>Classical Period</b> Introduction to Mozart and music from the classical period. Throughout the term the students learn different songs on the recorder and accompany themselves on the percussion instruments practising the beat, simple rhythms and intonation. Music</p>	<p><b>Exploring Tempo</b> Simple two parts songs and rounds. They explore going faster and slower in music when working with rhythms. There is an ensemble work where all the children play a pitched classroom instrument as an accompaniment to a song. They listen to music by Mozart</p>

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			terms are introduced as are graphic and staff notation.	where classical instruments are introduced. They create simple compositions and explore tuned / un-tuned instruments.
<b>Year 4</b>	<p><b>Create and Melody Composition</b> Practise note reading skills in a whole class ensemble on pitched instruments. They work on beat and rhythms and compose songs as well as working on recorders. Compose rhythms for melodies by using a combination of different note lengths and rests. Compose three-note melodies (high, middle and low) and notate them.</p>	<p><b>Rhythm Composition</b> Listen to two contrasting pieces of music, each one from a different period of musical history. They make a list of the similarities and differences between the two pieces. In groups children share and combine melodies to build up longer ones. African music is explored as well as instruments used in western music.</p>	<p><b>Singing-Two Part Harmony</b> Learning to sing some two part songs and rounds. The whole class is involved in ensemble playing on the pitched classroom instruments. They are introduced to music and explore texture in music through listening and class com-position.</p>	<p><b>Introduction to the Orchestra</b> Learn a Caribbean song and practise calypso rhythm. Tying in with the Social Studies theme of "Rainforests" the children also look at instruments and music from the Rainforest Tribes. They are introduced to the sound of the major scale. Throughout the term the students learn songs related to these topics using pitched and un-pitched classroom instruments. <b>The children will learn different instruments and sound sources – link to Science (Sound).</b></p>
<b>Year 5</b>	<p><b>Call and Response</b> Simple techniques for composing and extending melodies (for example, repetition and variation) Children play explore different ways of playing and varying the</p>	<p><b>Time Signature</b> Explore different types of beats: 3-time, 4-time by listening; rests and rhythm and playing and singing. They compose, accompany them-selves when singing on pitched and un-</p>	<p><b>Baroque Music</b> Introducing to ledger lines, making up a dance and composing using this structure. They are introduced to Baroque and J.S Bach. Throughout the term practising, recorder and singing</p>	<p><b>Accidentals</b> Introducing to accidentals and accompany themselves with rhythms that include dotted notes and rests. They are exposed to note-names, note values and bar lines and play in a whole</p>

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	motif to match the character in different situations or moods.	pitched classroom instruments and explore African music. <b>The children will learn songs about plants – link to Science (Investigating plant Growth).</b>	songs to practise intonation which encompass elements of music.	class ensemble. Instruments of the orchestra are introduced.
<b>Year 6</b>	<b>Melody Dictation</b> Compose melodies and notate them. Children add an accompaniment to their melodies. Children watch a selection of TV adverts with contrasting music. They discuss how the music is effective in helping to advertise the products.	<b>Theory</b> Time values, bars-lines, notes on the staff, the treble (G) clef and the bass (F) clef. Rests, Ties, dots and accidentals, Semitones and tones. <b>Practical (Recorder):</b> -Five left-hand notes –B, A, G, and D. Introducing the right-hand F#, E and D.	<b>Practical (Recorder):</b> - “Pinched notes”, further use of the right-hand – F and C <b>The children will learn different instruments and the materials they are made of – link to Science (Material changes).</b> <b>Theory:</b> - the scale and key signatures of C, G, D and F major.	<b>Theory</b> Degrees of the scale and intervals, the tonic triad and composing an answering rhythm. <b>Practical (Recorder):</b> - Introducing the Flat – B flat, the three higher notes-F’, F#’ and G”.