EYFS: Throughout EYFS children are given the opportunities to explore sounds through music sessions and through continuous provision. Children will develop the fundamental skills to assist their journey throughout the school.

Children will be Introduced to a new instrument; holding and exploring sounds it creates and will be taught two chords.

Pupils will revisited the Ukelele in Y4, building on the knowledge developed in Y2, they will developing their chord knowledge and the frequency of strumming keeping in time.

EYFS: Consolidation of repertoire of nursery rhymes and singing developed throughout the year in line with EFYS framework (Communication and learning & expressive Arts. and Design)

	Autumn	Spring	Summer
Reception	**AMAZING ME!** Begin to understand **pitch** and **explore a range of sounds** in the environment and **replicate these using instruments** and engage in **basic body percussion**. Enhance vocal abilities through **group and individual singing**. **Play and perform** movement and sounds in time with music	**ALL ABOARD - TRANSPORT** Explore and appreciate the **diversity of songs and sounds** from around the world. Begin to understand the significance of **posture and breathing techniques** in relation to singing. **Develop vocal skills** through the singing of simple nursery rhymes. introduce **basic percussion concepts** and begin exploring composition and create **rhythmical and repetitive sounds** using a variety of instruments and objects. Gain confidence in **performing music in front of peers**.	**HEROS** Develop a **repertoire of well-known nursery rhymes and songs**. **Sing together in unison** while incorporating body percussion at appropriate moments. Engage in **collective singing experiences**. Coordinate **vocal and body movements** to create a cohesive and rhythmic performance. Develop the ability to **sing in unison** with peers staying in time with the **pulse/beat.**
Year 1	**WEATHER & SEASONS** Explore the concepts of **high and low pitch** in relation to weather sounds. Develop an **understanding of rhymes** through the use of rhyming stories. Develop an **understanding of pulse and tempo**. And investigate the **timbre** of percussion instruments. **Create soundscapes** to represent different weather conditions. **Play and perform.**	**THE GREAT FIRE** **Explore vocal techniques** and the concept of pitch through singing activities. Learn the song **"London's Burning" as a whole class in unison. D**evelop **performance skills** and body language to maintain a clear pulse and synchronize starting times. Split into two and sing the song independently, without reading lyrics, while **maintaining a clear beat.** To introduce the concept of **singing in rounds** with two leaders. Conclude the term with a **live performance of the round**.	**THE UK** **Explore rhythmic patterns** through call and response activities. Understand the concept of notes falling on top of the **pulse** within a **rhythmic pattern**. **Introduce and develop body percussion** and explore the variety of sounds that can be produced using the body. Initiate **composition using simple body percussion** actions. **Utilise rhythm to represent classic British transport** modes such as trains, buses, canal boats, and beaches. Create and perform a **body percussion soundscape** representing the local area.
Year 2	**VICTORIANS** **Recap pulse, tempo, and beat** through listening to music that they enjoy. **Identify and explore sounds** within a Victorian factory soundscape. Explore and create instruments that can **recreate these sounds**. Engage in **improvisation** using junk modelling materials. **Introduce graphic symbols** to represent each sounds. Introduce the concept of **crotchets** as a rhythmic element. Begin to **write compositions using a rhythm grid** and create **and perform** their written compositions.	**INTRODUCING THE UKE** Differentiate between a chord and a single note in music. **Learn and play two chords on the Ukulele** in order to perform the song "I'm Yours." **Develop an understanding of playing on the first beat of the bar**, incorporating a sense of pulse and tempo**. Introduce rests as a rhythmic element** in music.	**ADVENTURERS** **Introduce the stave** and simple stick notation. Demonstrate the representation of **low and high notes** on a staff. Add **graphic symbols to a staff** to notate a composition that combines tuned and untuned percussion. **Incorporate dynamics and tempo markings** in the score to indicate changes in volume and speed. Perform the mountain soundscape composition.
Year 3	**INSTRUMENTS OF THE ORCESTRA** Explore various **instruments of the orchestra** and understand the **different families of instruments** within an orchestra. Introduce **BandLab** for music composition. **Create a simple melody** using an electronic instrument and **create a music technology piece** using an orchestra drone and a main instrument playing an ostinato.	**NORTH AMERICA** **Explore different genres** from North America, including Gospel, Blues, Soul, Jazz, Motown, and Country. **Reintroduce and focus on posture and breathing techniques** while singing. Learn how to sing "**Old Town Road**" as a country song **in unison. L**earn the musical terms **Adagio** (slow) and **Allegro** (fast) as tempo indications, and **Piano** (soft) and **Forte** (loud) as dynamic markings. Read and interpret **music notation** along with a simple melody. **Learn how to sing** "Take Me Home, Country Roads," **actively listening** for changes in **tempo** and **dynamics**.	**AROUND THE WORLD** **Explore musical styles and instruments** from various regions around the world. **Reintroduce the concept of timbre**. Describe and analyse the **changes in timbre**, **dynamics**, and **pitch** in the music they hear and understand how these elements create different moods and effects. Think about the unique sounds associated with different countries and recreate them using **BandLab**. Record their own songs inspired by a country, using **BandLab** to manipulate dynamics and pitch. Culminate the term with an **exhibition of their recorded pieces**.
Year 4	**VOLCANOES** Know the difference between a **chord and a single note in music. L**earn and play **four chords on the Ukulele** in order to perform "The Lava Song." Develop an understanding of playing on the **every crotchet beat** of the bar, incorporating a sense of pulse and tempo. Introduce **quavers** in the chorus and crotchets in the verse as rhythmic elements. Introduce the difference between **major and minor tonalities**. Introduce the concepts of **solo, unison, duet, and solo** singing.	**MARCHING TO BATTLE** Introduce the **Djembe African Drums** and practice **call and response** techniques. Introduce the concepts of **metre and time signatures**, including **2/2, 3/4, and 4/4**. Introduce musical terms such as **Accelerando** (speeding up) and **Rallentando** (slowing down). Introduce written rhythms, including **minims**, **quavers**, **crotchets**, and **rests**. Facilitate small **group performances of original compositions** created by students.	**SONGWRITER 101** Explore a range of music that utilizes the **pentatonic scale**. Understand the notes of the **pentatonic scale**. **Play a solo using the C Major Pentatonic Scale** along with a backing track. Introduce the notes **FACE and EGBDF** on a music staff. Write out the **C Major Pentatonic Scale on a staff**. Improvise an **Ostinato riff and notate it on a staff**. **Create and notate a catchy melody** using five notes from the pentatonic scale. **Create lyrics** for a chorus based on their ostinato riff. **Perform** their chorus with their created melody and lyrics.
Year 5	**BRAZIL BIOME** **Explore the sounds and chants of Brazil**, including the Samba, and to understand the **concept of textures** with multiple layers. Learn how to play four intertwining rhythms on **African drums** simultaneously. **Notate the rhythms** on staff notation**. Explore vocal chants** that can be combined with the drumming. **Notate the melodies of the vocal chants**. **Perform a carnival style samba piece**.	**SPACE** Learn the locations of **8 notes on the keyboard**, ranging from C to C, using mnemonic devices like "C for Chopsticks" and "F for Forks" as guidance. **Explore an ascending melody** on the keyboard. Introduce **major and minor chords** on the keyboard. Introduce different articulations: legato, staccato, and pizzicato. Create a space-themed composition using BandLab.	**SEA SHANTIES** Explore and discuss the **history of Sea Shanties** and their relation to **other genres**. **learn to read notation** from a staff while singing the song "Wellerman" as a group in unison. Focus on **pitching and staying in time** with the pulse while creating a group performance in unison. Sing "Wellerman" as a **round in four groups**, incorporating body percussion and a **range of dynamics. Perform** the song "Wellerman" as a group, showcasing their collective skills and musicality.
Year 6	**WORLD WAR** **Explore and actively listen** to wartime songs. **Sing** popular wartime songs together as a group. Clearly define a **full range of dynamics** in their performances. Practice singing as a **solo, duet, trio, and in unison**. Conclude the term with a **live performance** of their pieces.	**MIGRANTS JOURNEY** Explore the **Hip-Hop genre** and discuss its history and cultural relevance. Actively listen to and develop an understanding of hip-hop and its **characteristic drum beats**. **Explore the lyrics** within hip-hop using the example of "The Fresh Prince of Bel- Air." **Create a drum beat** using BandLab as the accompaniment to their own rap compositions. **Remix their own hip-hop rap** from the perspective of a migrant. Conclude the term with a **live performance or recording** of their rap compositions.	**INDUSTRIAL REVOLUTION** Advance skills in **Djembe African drumming** through call and response techniques. Introduce rhythms that include **crotchets, quavers, semiquavers, minims, and semibreves**, along with their relevant rests. To understand and use **different time signatures**, such as 2/2, 3/4, and 4/4. Explore musical concepts of **accelerando** (speeding up) and **rallentando** (slowing down). Write rhythms including **minims, quavers, crotchets, semiquavers, and rests**. **Compose and notate a rhythm** to be played on the African drums. Play a **peer's rhythmic composition**, ideally from memory. **Perform in small groups** using their own written compositions.

Throughout their school journey children explore music from all around the world developing their knowledge of the diverse landscape of music and thereforinspiring a love for music and creativity.

Pupils are introduced to fundamental skills and vocabulary in KS1 which are further developed as they progress through KS2 advancing their skills, techniques and knowledge. Opportunities are constantly given to apply this rich knowledge and skills to their own compositions and performances.

Pupils explore musical scales and the use of musical techniques in songs, considering how this influences the sounds that are created. They develop this knowledge through their own exploration of scales and composition. Building on the skills they have learnt in previous years, pupils develop their own songwriting and compositions to tell a story and engage the listener.