

	AUTUMN TERM	SPRING TERM		SUMMER TERM	EYFS/NC statements
Yr 3	Singing - wide range of childrens repertorie , world songs, kodaly repertorie, rhymes, shows and popular songs with phrasing, dynamics, 4 part rounds and partner songs (NC e) (NC g)				
	Rhthym - Creating rhythm patterns with increasing complexity, syncopation, playing rhythm pieces, reading and recording on grid scores , maintaing accurate pulse (NC f)				
	Reading - graphic scores, stick rhythm notation , grid notaion , solfa symbols d r m f s l i D'(NC h)				
	Listening - refining ability to talk about music, to notice specific instruments and to describe with increased musical vocabulary and awarense , beginning to recognise tonality - major minor pentatonic , (NC i) (NC j)				
	Instruments - developing hand and stick drum techniqu, beater technique for tuned percussion , creating pieces using a range of sound effects , rhythm, melodic motifs and pulse (NC e)				
	Technical - awareness of music devices and structure in music, ostinato ABA ABACA drone alberti, chords, scales , arpeggios , (NC h)				
	Storms	Xylophone	Singing Project	Picture This	Brazilian Percussion Project
Yr 4	Reading - reading rhythm and simplified pich notation demostrating high and low, , graphic scores that include elements of pitch , rhytm meter (NC h)				
	Instrument - developing specific instrument playing techniques (recorders, Brass) learning practise tecniques. Creating structured compositions inspired by starting points in relation to texture, pitch, rhytm, structure, timbre. (NC e) (NC h)				
	Technical - bass, tune, harmony , yr 3 structure and devices secure - using simple 8 bar song structure to compose tunes (NCh)				
	listening - appraising and commenting on each others works , begin to identify musical genres and styles in listening and comment on signaifucant features , to respond to listening with thoughts of feelings and emotions (NC i) (NC j)				
	Pulse Rhythm - secure from semi breve to semi quaver - syncopation off beat (NC g)				
	reading - reading rhythm and simplified pich notation , graphic scores (NC h)				
	Recorder	Recorders / Xmas Performance	River Story	Dungeons and Dragons	Tuned Percussion
Yr 5	Instrument - developing specific instrument playing techniques (ukelele, recorders, steel pans, djembe, stick drums, Brass , steel pans) learning practise tecniques. Creating structured compositions inspired by starting points in relation to texture, pitch, rhytm, structure, timbre. (NC e) (NC h)				
	Technical - bass, tune, harmony , yr 3 structure and devices secure - using simple 16 bar song structur to compose tunes (NC h) (NC f)				
	listening - appraising and commenting on each others works , begin to identify musical genres and styles in listening and comment on signaifucant features , to respond to listening with thoughts of feelings and emotions (NC i) (NC j)				
	Pulse Rhythm - complex rhythm blocks of 12 beats , compound time - body percussion focus (NCf)				
	Reading - graphic scores, grid notation, simple pitch levels time sinature, simple rhytm notaion , structure maps using AB, repeat symbols, (NC h)				
	Singing - all kinds of repetoire wth increased tuning and confidence in head voice and chest voice -with developing controll of dynamics and phrasing. able to sing n 2 parts confidently (NC g)				
	Ukulele (SMS Wider ops)	Wider ops)	Orchestra/theatre visit/gamelan project /jazz project		Southwark Splash Project
Yr 6	reading - reading rhythm , pich notation , treble and bass clef , , graphic scores that include elements of pitch , rhytm meter (NC h)				
	Instrument - developing specific instrument playing techniques (African drumming and Samba) honing practise tecniques.Composing and arranging , practising and performing (NC e) (NC f)				
	Technical - counting in , anacrusis, conducting and leading ensembles to control tempo, dynamics, awaremses of balance (NC h)				
	listening - appraising and commenting on each others works , begin to identify musical genres, periods and styles in listening and comment on signaifucant features , to respond to listening with thoughts of feelings and emotions (NC i) (NC j)				
	Pulse Rhythm - strong secure sense of pulse, in compound and single time, able to create rhythm patterns in given time sigantures with an increasing awarenss of the theory , recognising different rhythm patterns (clave, afoxe, reggae, claypso) (NC f) (NC g)				
	reading - graphic scores, grid notation, simple pitch levels time sinature, simple rhytm notaion , structure maps using AB, repeat symbols, staff notation (nc h)				
	Brazilian Percussion Project	Strike Up The Band	Mama Dont Low	Its all about the Music	Year 6 Show
KS2 Singing Assembly	Engagemnet - children join in and are active in the session and are familiar with a range of genres and styles				
	Vocal quality - children sing a wide range with secure head voice and chest voice, controlling dynamcs and phrasing , staccato and legato				
	Technical skill - sing scales arpeggios in tune and able to hold a part for 3 part singing and partner/round songs. singing form memory in a range of languages . Singing with instrumental accomp, acapella, and with backing tracks				
	Listening - active listening to a range of music from different genres and historical periods (NC i) (NC j)				
	CORE ASSEMBLY SINGING MATERIAL junkanoo, calypso, janey mama, tongo, land of the silver birch, si si si , olay le loyla , lean on me, mango, siyahamba, a keely macalay, riptide, africa, bare necessities, world in union, turn turn, african wish, believe, we want to sing , count on me, rather be, happier, the worlds greatest, you raise me up, true colours <i>(revisiting KS1 repertoire throughout year)</i>				
	Round Songs	Xmas Nativity	Shows	Motivational	School CD Cantata Show

KS2 Music National Curriculum
Pupils should be taught to:
- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression (NC e)
- improvise and compose music for a range of purposes using the inter-related dimensions of music (NC f)
- listen with attention to detail and recall sounds with increasing aural memory (NC g)
- use and understand staff and other musical notations (Musical Knowledge) (NC h)
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians (NC i)
- develop an understanding of the history of music. (NC j)