

Mapped by Georgios Tsiaousidis

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	<p>Singing playground</p> <p>Say Hello Hot Potato Wake up 1234555</p> <ul style="list-style-type: none"> • Take part in singing, accurately following the melody. • Follow instructions on how and when to sing and combine with actions. • Make and control long and short sounds, using voice. • Imitate changes in pitch. • Clap rhythms. 	<p>Nativity Play repertoire</p> <ul style="list-style-type: none"> • Take part in singing, accurately following the melody. • Follow instructions on how and when to sing and combine with actions. • Make and control long and short sounds, using voice. • Imitate changes in pitch. • Clap rhythms. 	<p>Introduction to instruments</p> <p>Graphic Scores Loud and Quiet (song)</p> <ul style="list-style-type: none"> • Use symbols to represent a composition and use them to help with a performance. • Take part in singing, accurately following the melody and playing an instrument. • Follow instructions on how and when to sing and combine with actions and instruments. • Make and control long and short sounds, loud and quiet, slow and fast using voice and instruments. • Imitate changes in pitch. 	<p>Metallophones</p> <p>Little Bird Little Fly Caterpillar</p> <p>Recorder: Little Fly Little Bird</p> <ul style="list-style-type: none"> • Perform melodic songs with instruments. • Create short, musical patterns. • Create short, rhythmic phrases. • Identify the beat of a tune. • Recognise changes in timbre, dynamics and pitch. 	<p>Recorder: Little Fly Little Bird Ukulele: My Dog Has Fleas</p> <ul style="list-style-type: none"> • Perform melodic songs with instruments. • Identify the beat of a tune. • Recognise changes in timbre, dynamics and pitch. • Synchronise instrument performance within a small group • Play notes on an instrument with care so that they are clear. • Perform with control and awareness of others. 	

<p>Year 1</p>	<p>Singing playground</p> <p>Alive, alert awake Higgeldy, Piggeldy John Kanakanaka 123 The Penguin Song</p> <ul style="list-style-type: none"> • Take part in singing, accurately following the melody. • Follow instructions on how and when to sing and combine with actions. • Make and control long and short sounds, using voice. • Imitate changes in pitch. • Clap rhythms. • Perform combining singing and actions by following a sequence of images or symbols 	<p>Percussion and singing</p> <p>Choose an instrument The Wheels on the Bus Bang Bang Shake Shakety Shake</p> <ul style="list-style-type: none"> • Take part in singing, accurately following the melody and playing an instrument. • Follow instructions on how and when to sing and combine with actions and instruments. • Make and control long and short sounds, loud and quiet, slow and fast using voice and instruments. • Memorise instructions and perform a selection of tunes as part of a mini-concert. 	<p>Recorders</p> <p>Little Fly Little Brid Caterpillar BAG it! Hot Cross Buns</p> <ul style="list-style-type: none"> • Perform melodic songs with instruments. • Identify the beat of a tune. • Recognise changes in timbre, dynamics and pitch. • Synchronise instrument performance within a small group • Play notes on an instrument with care so that they are clear. • Perform with control and awareness of others. 	<p>Organology</p> <p>Xylophones/Metallophones Little Bird/Fly, Caterpillar 1234555 Hot Cross Buns (three note version)</p> <p>Ukuleles My Dog has Fleas Row your Boat</p> <ul style="list-style-type: none"> • Perform melodic songs with instruments. • Identify the beat of a tune. • Recognise changes in timbre, dynamics and pitch. • Synchronise instrument performance within a small group • Play notes on an instrument with care so that they are clear. • Perform with control and awareness of others.
<p>Year 2</p>	<p>Long and short sounds</p> <p>Good Day Tinga Layo Mi Caballo</p> <ul style="list-style-type: none"> • Sing from memory with accurate pitch. • Sing in tune. 	<p>Metallophones/Xylophones and pitch</p> <p>Chest, Knees, Toes Mary Had a Little Lamb Hot Cross Buns (five note version) Little Fly (composition)</p> <ul style="list-style-type: none"> • Play notes on an instrument with care so that they are clear. 	<p>Recorders</p> <p>B-A-G Little Fly, Little Bid, Caterpillar BAG it! Hot Cross Buns C-B-A-G Flying High</p> <ul style="list-style-type: none"> • Play notes on an instrument with care so that they are clear. 	<p>Ukuleles</p> <p>Row your Boat Rain, Rain Hot Cross buns Mary had a Little Lamb</p> <p>Graphic Scores</p> <ul style="list-style-type: none"> • Devise non-standard symbols to indicate when to play and rest.

	<ul style="list-style-type: none"> • Pronounce words within a song clearly. • Show control of voice. • Perform with control and awareness of others. • Create a mixture of different sounds (long and short, loud and quiet, high and low). • Read graphs to perform a sequence of different sounds. • Listen and transcribe graph notation accurately. • Evaluate music using musical vocabulary to identify areas of likes and dislikes. 	<ul style="list-style-type: none"> • Sing from memory with accurate pitch. • Sing in tune. • Perform with control and awareness of others. • Compose and perform melodic songs. • Use the terms: duration, pitch, beat, tempo, and use of silence to describe music. • Evaluate music using musical vocabulary to identify areas of likes and dislikes. • Listen to different sounds and identify their pitch and movement. 	<ul style="list-style-type: none"> • Use drones as accompaniments. • Perform with control and awareness of others. • Improvise with harmonic accompaniment. • Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. • Evaluate music using musical vocabulary to identify areas of likes and dislikes. 	<ul style="list-style-type: none"> • Sing from memory with accurate pitch. • Sing in tune. • Perform with control and awareness of others. • Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. • Evaluate music using musical vocabulary to identify areas of likes and dislikes.
<p>Year 3</p>	<p>Music Notation Xylophones/Metallophones</p> <p>Introduction to staff notation Autumn Leaves Indian Warrior</p> <ul style="list-style-type: none"> • Recognise the notes EGBDF and FACE on the musical stave. • Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent. • Play notes on an instrument with care so that they are clear. 	<p>Rhythmical Notation/African Drums</p> <p>Notation (Kodaly system, semibreve, minim, crotchet, quaver, rest) Performing Rhythms Constructing a rhythmical piece</p> <ul style="list-style-type: none"> • Recognise the symbols for a minim, crotchet, quavers and semibreve and say how many beats they represent. • Play notes on an instrument with care so that they are clear. 	<p>Ukuleles</p> <p>C-F-Am-G Row your Boat/Rain Rain Hot Cross Buns London Bridge</p> <ul style="list-style-type: none"> • Play notes on an instrument with care so that they are clear. • Use drones as accompaniments. • Show control of voice. • Perform with control and awareness of others. 	<p>Recorders</p> <p>BAG it! Indian Warrior St. Ives</p> <ul style="list-style-type: none"> • Recognise the notes EGBDF and FACE on the musical stave. • Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent. • Play notes on an instrument with care so that they are clear. • Perform with control and awareness of others.

	<ul style="list-style-type: none"> • Perform with control and awareness of others. • Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. • Evaluate music using musical vocabulary to identify areas of likes and dislikes. 	<ul style="list-style-type: none"> • Perform with control and awareness of others. • Compose and perform rhythmic patterns with an awareness of timbre and duration. • Understand layers of sounds and discuss their effect on mood and feelings. • Listen and transcribe music notation accurately. 	<ul style="list-style-type: none"> • Understand layers of sounds and discuss their effect on mood and feelings. • Combine a variety of musical devices, including melody, rhythm and chords. 	<ul style="list-style-type: none"> • Compose and perform melodic songs.
<p>Year 4</p>	<p>Music Notation Xylophones/Metallophones</p> <p>Introduction to staff notation Row your Boat Twinkle Twinkle Little Star</p> <ul style="list-style-type: none"> • Recognise the notes EGBDF and FACE on the musical stave. • Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent. • Play notes on an instrument with care so that they are clear. • Perform with control and awareness of others. 	<p>Rhythmical Notation/African Drums</p> <p>Read, Write, Play rhythmic patterns Djembe Technique Rhythms, including dynamics Orchestration of a piece</p> <ul style="list-style-type: none"> • Recognise the symbols for a minim, crotchet, quaver and semibreve and say how many beats they represent. • Play notes on an instrument with care so that they are clear. • Perform with control and awareness of others. • Compose and perform rhythmic pieces with an 	<p>Ukuleles</p> <p>Row your Boat, Rain Rain Mary had, Hot Cross Buns You are my sunshine Old MacDonald Twinkle Twinkle</p> <ul style="list-style-type: none"> • Play notes on an instrument with care so that they are clear. • Use drones as accompaniments. • Perform with control and awareness of others. • Sing in tune. • Understand layers of sounds and discuss their effect on mood and feelings. • Combine a variety of musical devices, including melody, rhythm and chords. 	<p>Recorders</p> <p>St. Ives Twinkle Twinkle Little Star London's Burning Nursery rhyme composition</p> <ul style="list-style-type: none"> • Play notes on an instrument with care so that they are clear. • Perform with control and awareness of others. • Compose and perform melodic songs. • Hold a part within a round. • Understand and use the # (sharp) and b (flat) symbols. • Use and understand simple time signatures. • Use drones as accompaniments.

	<ul style="list-style-type: none"> • Improvise melodies under harmonic accompaniment • Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music. • Evaluate music using musical vocabulary to identify areas of likes and dislikes. 	<p>awareness of timbre and duration.</p> <ul style="list-style-type: none"> • Listen and transcribe music notation accurately. 	<ul style="list-style-type: none"> • Sing or play from memory with confidence. 	<ul style="list-style-type: none"> • Evaluate music using musical vocabulary to identify areas of likes and dislikes.
<p>Year 5</p>	<p>Music Notation/Xylophones, Metallophones</p> <p>Row your boat The Wheels on the Bus BINGO</p> <ul style="list-style-type: none"> • Recognise the notes EGBDF and FACE on the musical stave. • Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent. • Play notes on an instrument with care so that they are clear. • Understand the purpose of the treble and bass clefs and use them in transcribing compositions. • Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play. • Choose from a wide range of musical vocabulary to accurately describe and appraise music. 	<p>Guitars</p> <p>Little Fly Little Bird Caterpillar BAG it Hot Cross Buns Nursery Rhyme Composition</p> <ul style="list-style-type: none"> • Play notes on an instrument with care so that they are clear. • Perform with control and awareness of others. • Compose and perform melodic songs. • Use and understand simple time signatures. • Evaluate music using musical vocabulary to identify areas of likes and dislikes. • Play expressively and in tune. • Perform with controlled breathing (voice) and skillful playing (instrument). 	<p>Ukulele</p> <p>Row your Boat, Rain Rain Hot Cross Buns, Mary had a Little Lamb You are my sunshine Octopus’s Garden</p> <ul style="list-style-type: none"> • Play notes on an instrument with care so that they are clear. • Use drones as accompaniments. • Perform with control and awareness of others. • Sing in tune. • Understand layers of sounds and discuss their effect on mood and feelings. • Combine a variety of musical devices, including melody, rhythm and chords. • Sing or play from memory with confidence. • Describe how lyrics often reflect the cultural context of music and have social meaning. • Perform with controlled breathing (voice) and skillful playing (instrument). 	<p>Recorders</p> <p>Au Claire De la Lune BINGO Lucy Locket Little Liza Jane Ode to Joy</p> <ul style="list-style-type: none"> • Play notes on an instrument with care so that they are clear. • Perform with control and awareness of others. • Compose and perform melodic songs. • Hold a part within a round. • Understand and use the # (sharp) and b (flat) symbols. • Use and understand simple time signatures. • Use drones as accompaniments. • Evaluate music using musical vocabulary to identify areas of likes and dislikes. • Perform solos or as part of an ensemble. • Play expressively and in tune. • Perform with controlled breathing (voice) and skillful playing (instrument).

	<ul style="list-style-type: none"> • Perform with controlled breathing (voice) and skillful playing (instrument). 			
<p>Year 6</p>	<p>Music Notation Xylophones/Metallophones</p> <p>Lean on Me EastEnders theme tune Ayre Shobe Meele</p> <ul style="list-style-type: none"> • Recognise the notes EGBDF and FACE on the musical stave. • Play notes on an instrument with care so that they are clear. • Use the standard musical notation of crotchet, minim and semibreve to indicate how many beats to play. • Choose from a wide range of musical vocabulary to accurately describe and appraise music. • Perform with controlled breathing (voice) and skillful playing (instrument). • Understand the concept of harmony and play along with the melody. 	<p>Guitars</p> <p>BAG it Hot Cross Buns St. Ives Old McDonald</p> <ul style="list-style-type: none"> • Play notes on an instrument with care so that they are clear. • Perform with control and awareness of others. • Use and understand simple time signatures. • Evaluate music using musical vocabulary to identify areas of likes and dislikes. • Play expressively and in tune. • Perform with controlled breathing (voice) and skillful playing (instrument). • Sing or play from memory with confidence. 	<p>Ukuleles</p> <p>These Days Uno Dos Tres Un Barquito Chiquitito</p> <ul style="list-style-type: none"> • Play notes on an instrument with care so that they are clear. • Use drones as accompaniments. • Perform with control and awareness of others. • Sing in tune. • Understand layers of sounds and discuss their effect on mood and feelings. • Combine a variety of musical devices, including melody, rhythm and chords. • Sing or play from memory with confidence. • Describe how lyrics often reflect the cultural context of music and have social meaning. • Perform with controlled breathing (voice) and skillful playing (instrument). 	<p>Recorders</p> <p>Au Claire De la Lune BINGO Lucy Locket Little Liza Jane Ode to Joy</p> <ul style="list-style-type: none"> • Play notes on an instrument with care so that they are clear. • Perform with control and awareness of others. • Compose and perform melodic songs. • Hold a part within a round. • Understand and use the # (sharp) and b (flat) symbols. • Use and understand simple time signatures. • Use drones as accompaniments. • Evaluate music using musical vocabulary to identify areas of likes and dislikes. • Perform solos or as part of an ensemble. • Play expressively and in tune. • Perform with controlled breathing (voice) and skillful playing (instrument).