

Year	Topic	Long Term Learning	Skills
1	Rhythms, loud and quiet	<ul style="list-style-type: none"> • Begin to use pictures and words to represent rhythm patterns. • Understand that dynamics can be controlled for effect in music. • Know crescendo and diminuendo sign. 	<ul style="list-style-type: none"> • Be able to use simple visual prop to create and recognise rhythms. • Describe music using words loud/quiet, getting louder/quieter
1	Nativity	<ul style="list-style-type: none"> • Perform for a production with the ability to dance and sing with appropriate presentation. • Sing accurately in unison within a limited pitch range. 	<ul style="list-style-type: none"> • Be able to sing(in unison) a choreographed song with confidence and accuracy.
1	Animals	<ul style="list-style-type: none"> • Understand that music can represent something eg an animal. • Know that the dimensions of music create mood. • Know that individuals can control ensemble sound by making choices. 	<ul style="list-style-type: none"> • Be able to make instrumental choices to represent an animal. • Learn to give start/stop signals to groups of children.
1	Musical patterns and Pirates	<ul style="list-style-type: none"> • Use cards to create rhythm patterns to play in groups. • Understand that singing has a place in our history. • Understand the use of rests in music. 	<ul style="list-style-type: none"> • Be able to play rhythm patterns accurately in small groups. • Be able to physically respond to phrase structure through dance/movement.
1	Insects, high and low	<ul style="list-style-type: none"> • Understand pitch and use words high and low. • Understand the terms verse and chorus. 	<ul style="list-style-type: none"> • Be able to respond physically to pitch cues. • Be able to play untuned percussion instruments to accompany a song.
1	Summer Production	<ul style="list-style-type: none"> • Perform for a production with the ability to dance and sing with appropriate presentation. • Sing accurately in unison within a limited pitch range. <p>Know that music is constricted of phrases.</p>	<ul style="list-style-type: none"> • Be able to sing(in unison) a choreographed song with confidence and accuracy

2	Songs that tell a story	<ul style="list-style-type: none"> • Know that the voice can be used effectively to portray mood. • Know that some songs are 4/4 and some are 3/4. 	<ul style="list-style-type: none"> • Be able to portray the meaning of a song through dynamics and clear diction. • Be able to play patterns to accompany the song in either 3/4 or 4/4
2	Nativity	<ul style="list-style-type: none"> • Perform for a production with the ability to dance and sing with appropriate presentation. • Sing accurately in unison within a limited pitch range. 	<ul style="list-style-type: none"> • Be able to sing(in unison) a choreographed song with confidence and accuracy.
2	Pitch	<ul style="list-style-type: none"> • Know that musical melodies move in patterns using stepping or jumping. • Know how to play a simple tune on the glockenspiel. 	<ul style="list-style-type: none"> • Be able to work out a known simple tune using five notes on the glockenspiel. • Make up a simple tune using stepping patterns. Recognise different pitch intervals.
2	Long and short	<ul style="list-style-type: none"> • Know the notation for crotchet, minim and quaver. • Know how to use notation on a grid. 	<ul style="list-style-type: none"> • Be able to play or compose a rhythmic pattern in 4/4 on untuned percussion. • Be able to maintain a rhythm pattern independently of another group.
2	Machines	<ul style="list-style-type: none"> • Understand how graphic notation can be used in music. • Be able to organise a small group performance using non-verbal cues. 	<ul style="list-style-type: none"> • Be able to choose instruments and simply structure a piece in a small group. • Be able to interpret graphic symbols and know that each person may have a different interpretation.
2	Summer Production	<ul style="list-style-type: none"> • Perform for a production with the ability to dance and sing with appropriate presentation. • Sing accurately in unison within a greater pitch range. 	<ul style="list-style-type: none"> • Be able to sing a choreographed song with increasing confidence and accuracy.
3	Introduction to Recorders	<ul style="list-style-type: none"> • Know how to hold the recorder correctly and play B and A. • Be able to produce a musical sound. 	<ul style="list-style-type: none"> • Be able to produce a good sound using correct technique. • Be able to hear different pitch of A and B and copy

			back patterns or play simple tune.
3	Carol Service	<ul style="list-style-type: none"> • Learn a carol to perform with appropriate style for a church service. 	<ul style="list-style-type: none"> • Be able to sing with good tuning, phrasing and diction.
3	Indian Warriors	<ul style="list-style-type: none"> • Know how to play G and E • Understand the basics of staff notation and where B and E are on the staff. • Know what an ostinato is. 	<ul style="list-style-type: none"> • Be able to play fluently using four notes on the recorder. • Be able to play a drum ostinato in a group.
3	Chilled	<ul style="list-style-type: none"> • Know how to play C on the recorder. • Know how to play staccato and legato. • Be able to play in a two part piece with different rhythms. 	<ul style="list-style-type: none"> • Be able to play a piece in legato style with appropriate breath control. • Be able to play a two part pieces. • Be able to sing simple harmony using held notes.
3	Fifths programme	<ul style="list-style-type: none"> • Be able to perform a piece confidently with three instrumental parts. • Appreciate music from another culture. 	<ul style="list-style-type: none"> • Be able to perform using recorders, glockenspiels and untuned percussion. • Be able to sing confidently in a round.
3	Summer production	<ul style="list-style-type: none"> • Perform for a production with the ability to dance and sing with appropriate presentation. • Sing accurately in unison within a greater pitch range. 	<ul style="list-style-type: none"> • Be able to sing a choreographed song with increasing confidence and accuracy.
4	This little light of mine	<ul style="list-style-type: none"> • Know how to play low D and F sharp on the recorder. • Know that a harmony accompanies a melody. • Understand song structure ABAC 	<ul style="list-style-type: none"> • Be able to play sections of a song fluently on the recorder. • Be able to confidently play a harmony with a different rhythm. • Be able to sing a simple harmony.
4	Carol Service	<ul style="list-style-type: none"> • Learn a carol to perform with appropriate style for a church service. 	<ul style="list-style-type: none"> • Be able to sing with good tuning, phrasing and diction.
4	Movie Buster	<ul style="list-style-type: none"> • Know how to play high D on the recorder. • Be able to play a tune fluently using G-D • Know the notation for a crotchet rest and a tie. 	<ul style="list-style-type: none"> • Be able to play a more complex piece using notes low D to high D. • Change mood effectively using dynamics/attack.

4	Razzamajazz/Mr Miller	<ul style="list-style-type: none"> • Know how to do a simple improvisation on the recorder. • Know the notation for a crotchet rest and a tie. • Listen to and appreciate Jazz. 	<ul style="list-style-type: none"> • Be able to improvise within a melody structure using one or two notes. • Be able to sing with increasing breath/pitch control.
4	Pentatonic compositions	<ul style="list-style-type: none"> • Know F on the recorder. • Listen to and appreciate Classical music. • Be able to compose a pentatonic piece. 	<ul style="list-style-type: none"> • Be able to play Dvoraks Largo on glockenspiels and recorders. • Make good sound on octave range on the recorder.
4	Summer Production	<ul style="list-style-type: none"> • Perform for a production with the ability to dance and sing with appropriate presentation. 	<ul style="list-style-type: none"> • Be able to sing a choreographed song with confidence and accuracy.
5	Body percussion	<ul style="list-style-type: none"> • Be able to play a rhythm composition in a small group keeping own part. • Listen to and appreciate modern Classical music. • Be able to sing "a capella" in two parts within a small group. 	<ul style="list-style-type: none"> • Be able to "count in" and follow a group leader to maintain steady pulse. • Be able to make decisions and choices about timbre.
5	Carol Service	<ul style="list-style-type: none"> • Learn a carol to perform with appropriate style for a church service. 	<ul style="list-style-type: none"> • Be able to sing with good tuning, phrasing and diction.
5	Metre	<ul style="list-style-type: none"> • Know that music can be in various meters. • Be able to perform a piece with changing metre. 	<ul style="list-style-type: none"> • Be able to perform a piece with changing metre. • Recognise different metres in music.
5	Folk songs	<ul style="list-style-type: none"> • Know that music has a chord structure. • Understand that folk music is part of a country's cultural heritage. 	<ul style="list-style-type: none"> • Be able to sing confidently in three parts. • Be able to make up untuned accompaniments for a song. <p>Be able to play chordal accompaniment.</p>
5	Peter and the Wolf	<ul style="list-style-type: none"> • Know the families of the orchestra. • Appreciate the ways in which music can characterise through the 	<ul style="list-style-type: none"> • Be able to play and compare two of the themes in Peter and the Wolf.

		inter-related dimensions of music.	
5	The 12 Bar Blues	<ul style="list-style-type: none"> • Understand the chord structure of the 12 bar blues. • Be able to improvise within a chord structure. 	<ul style="list-style-type: none"> • Be able to play from a chord structure on a chosen instrument. • Create more complex rhythms to use within blues structure.
5	Summer Production	<ul style="list-style-type: none"> • Perform for a production with the ability to dance and sing with appropriate presentation. 	<ul style="list-style-type: none"> • Be able to sing a choreographed song with confidence and accuracy.
6	Loops and conducting	<ul style="list-style-type: none"> • Be able to play a part independently within classroom setting. • Be able to lead a group using simple conducting techniques. 	<ul style="list-style-type: none"> • Be able to memorise riffs and follow a leader.
6	Carol Service	<ul style="list-style-type: none"> • Learn a carol to perform with appropriate style for a church service. • Understand the musical style of choristers. 	<ul style="list-style-type: none"> • Be able to sing with good breath control and phrasing. • Be able to control dynamics effectively.
6	Minka	<ul style="list-style-type: none"> • Understand the difference between major and minor keys. • Know that melody often uses patterns in sequence. 	<ul style="list-style-type: none"> • Be able to play from a more complex chord structure. • Be able to use chromatic notes on the glockenspiel/keyboard with increasing fluency.
6	Convo	<ul style="list-style-type: none"> • Be able to sing in a variety of styles- rap, folk, hymn 	<ul style="list-style-type: none"> • Be able to confidently hold a part in a small group when singing. • Be able to sing with good pitch in harder melodies.
6	Consider Yourself	<ul style="list-style-type: none"> • Be able to convey character in a solo performance. • Be able to appreciate and comment on different performances by singers. 	<ul style="list-style-type: none"> • Be able to sing a solo in character. • Be able to add movement and choreography to enhance characterisation.
6	Summer Production	<ul style="list-style-type: none"> • Perform for a production with the ability to dance and sing with appropriate presentation. 	<ul style="list-style-type: none"> • Be able to sing a choreographed song with confidence and accuracy.