

Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EFYS Focus Areas	Moving and Clapping	Recalling Patterns, Actions and Rhythms	Pitch-Matching	Rhymes, Songs and Stories	Playing and Responding	Singing, Listening and Playing Together
Nursery	Move to the Music: Stopping and Starting	Follow the Leader: Copy Me	Singing Skills 1: Find your Voice	Telling Stories Through Music	Feeling the Music	Exploring Musical Sounds
Reception	Move to the Music: Skip, Hop and Jump	Follow the Leader: Tap with Me	Singing Skills 2: Match my Voice	Rhymes, Poems and Songs Old and New	Noticing Patterns and Describing the Music	Exploring Musical Worlds
KS1 Focus Areas	Pulse	Rhythm	Pitch	Composing	Musicianship: Preparing for Ensemble Skills	Musicianship: Preparing for Reading Notation
Year 1	Exploring Pulse and Tempo 1: Feel the Beat	Exploring Rhythm 1: Playing and Copying	Exploring Pitch 1: High and Low	Creating Music 1: Sound Effects and Storytelling	Singing and Playing Skills 1: Pitch-Matching	Understanding Rhythm and Pitch (Percussion)
Year 2	Exploring Pulse and Tempo 2: Find the Strong Beat	Exploring Rhythm 2: Stick Notation	Exploring Pitch 2: Dot Notation	Creating Music 2: Musical Conversations	Singing and Playing Skills 2: Follow the Leader	Playing Rhythm and Pitch (Glockenspiel)
KS2 Focus Areas	Performing: Reading Notation - Rhythm	Performing: Reading Notation - Pitch	Performing: Instrumental Performance	Composing and Improvising	Creating and Performing	Musicianship: Singing and Listening
Year 3	Reading Notation 1: Rhythm and Tempo	Exploring Staff Notation 1: High and Low (Glockenspiel)	Ensemble Skills 1: Call & Response (Glockenspiel OR Recorder)	Composition Skills 1: Pitch, Rhythm and Structure	Exploring Musical Theatre: Forte and Piano	Becoming Musicians 1: Dynamics and Tempo
Year 4	Reading Notation 2: 2, 3 and 4 Time	Exploring Staff Notation 2: Follow the Score (Glockenspiel)	Ensemble Skills 2: Melody and Accompaniment (Glockenspiel OR Recorder)	Composition Skills 2: Sequences and Pentatonic Phrases	Exploring Classical Music 1: Legato and Staccato	Becoming Musicians 2: Major and Minor
Year 5	Reading Notation 3: Time Signatures	Developing Sight Reading Skills 1: Melodies (Glockenspiel)	Pop Music 1: Arrangements and Improvisation (Glockenspiel OR Ukulele)	Creating Music for Film and TV: Character, Atmosphere and Environment	Exploring Classical Music 2: Ensemble Performance	Becoming Musicians 3: Chords and Triads
Year 6	Reading Notation 4: Rhythm Ensemble	Developing Sight Reading Skills 2: Note Names and Durations (Glockenspiel)	Pop Music 2: Chords and Bass Lines (Glockenspiel OR Ukulele)	Composition Project 1: Improvisation, Composition and Notation	Composition Project 2: Notation, Expression and Performance	Singing with Style

Medium Term Plan | Nursery

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS Focus Areas	Moving and Clapping	Recalling Patterns, Actions and Rhythms	Pitch-Matching	Rhymes, Songs and Stories	Playing and Responding	Singing, Listening and Playing Together
Nursery	Move to the Music: Stopping and Starting	Follow the Leader: Copy Me	Singing Skills 1: Find your Voice	Telling Stories Through Music	Feeling the Music	Exploring Musical Sounds

Overview

In Nursery, we provide a playful and interactive introduction to the world of music. Our curriculum focuses on developing essential skills and igniting a love for music. Children explore rhythm by moving and clapping to music, enhancing their coordination and sense of pulse. They also engage in activities that encourage them to remember patterns, actions, and rhythms, supporting memory and cognitive development.

Pitch-matching becomes an exciting part of their musical journey as children explore their singing skills. They learn to find their voices and match them with various pitches, opening the door to musical expression. Rhymes, songs, and stories play a central role, enhancing language development and sparking creativity. Playing and responding to music are emphasised, helping children connect emotionally with the art form.

Through these activities, Nursery children build a repertoire of songs and rhymes, fostering future reading and comprehension skills. Our music curriculum ensures that children have a joyful introduction to music, nurturing their love for sound and rhythm.

Expected Standard

Movement and Rhythm Awareness	Pitch and Melodic Awareness	Singing Familiar Songs	Collaborative Music and Group Participation	Creative Expression
<ul style="list-style-type: none"> Children can clap and move to the beat of songs or music, showcasing coordination and an internal sense of rhythm. 	<ul style="list-style-type: none"> They can sing pitches in a suitable range for their age that match another person, showing the beginnings of pitch awareness and imitation skills. 	<ul style="list-style-type: none"> Children can remember and sing entire nursery rhymes and songs, demonstrating an ability to recall and reproduce familiar tunes. 	<ul style="list-style-type: none"> They can create their own songs or improvise around familiar tunes, demonstrating early creativity in music. 	<ul style="list-style-type: none"> Children can identify and imitate melodic shapes in familiar songs, such as recognising when a melody moves up and down.

Scheme of Work Overviews

Move to the Music: Stopping and Starting (Autumn 1)

In our first unit, “Move to the Music: Stopping and Starting,” Nursery children embark on a journey of exploration through movement and rhythm. Children are encouraged to develop coordination and rhythm by engaging in activities that involve stopping and starting in time with the music. Through playful movements like clapping and pausing, they begin to understand the concept of rhythm and timing.

Follow the Leader: Copy Me (Autumn 2)

In the second unit, “Follow the Leader: Copy Me,” we delve into the realm of memory and imitation. Building on recalling patterns, actions, and rhythms, Nursery children develop their cognitive skills by mimicking actions and rhythms set by their peers or the leader. Through this playful imitation, they enhance their memory and coordination while exploring the joy of creating rhythms together.

Singing Skills 1: Find your Voice (Spring 1)

As we progress into the spring term, Nursery children start their journey of discovering their singing voices in “Singing Skills 1: Find your Voice.” With a focus on pitch-matching, children explore different pitches and tones in a fun and engaging way. They begin to grasp the concept of matching their voices with various pitches, laying the foundation for future musical expression.

Telling Stories Through Music (Spring 2)

In the “Telling Stories Through Music” unit, Nursery children continue their exploration of language and creativity. With emphasis on rhymes, songs, nursery rhymes and stories, children engage in activities that involve storytelling through music. They learn to connect words, melodies, and emotions, enhancing their language skills and imaginative thinking.

Feeling the Music (Summer 1)

As the summer term approaches, Nursery children delve into the world of playing and responding to music in the “Feeling the Music” unit, exploring how music makes them feel. They learn to notice patterns within music and describe their emotions, fostering a deeper connection to the art form.

Exploring Musical Sounds (Summer 2)

In the final unit of the year, “Exploring Musical Sounds,” Nursery children continue their musical journey by exploring various sounds and instruments. Focussing on listening and playing together, children engage in group activities that encourage them to listen, play, and sing in harmony. They discover the joy of creating music as a collective, setting the stage for future musical collaboration and exploration.

Listening

- Classical
- Romantic
- Jazz
- Musical theatre
- Pop
- English Folk
- Soca
- Rossini
- Brahms
- Rodgers & Hammerstein
- Rimsky-Korsakov

Medium Term Plan | Reception

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS Focus Areas	Moving and Clapping	Recalling Patterns, Actions and Rhythms	Pitch-Matching	Rhymes, Songs and Stories	Playing and Responding	Singing, Listening and Playing Together
Reception	Move to the Music: Skip, Hop and Jump	Follow the Leader: Tap with Me	Singing Skills 2: Match my Voice	Rhymes, Poems and Songs Old and New	Noticing Patterns and Describing the Music	Exploring Musical Worlds

Overview

In Reception, we continue to nurture children's love for music while building on the foundations established in Nursery. Children explore rhythm by moving, singing, and playing instruments, further developing their coordination and rhythmic understanding. They learn to recall patterns, actions, and rhythms more systematically, enhancing memory and cognitive abilities.

Pitch-matching becomes a refined skill as children explore singing in greater depth. They confidently find their voices and match pitches, preparing them for advanced musical exploration. Rhymes, poems, and songs, both old and new, continue to enrich language development and stimulate creativity. Playing and responding to music remain central aspects of our curriculum. Children deepen their connection to music by exploring how it makes them feel and noticing patterns within it. They learn to describe the music they hear, enhancing communication and language skills.

Singing, listening, and playing together are core elements of our curriculum. Children explore the sounds of various musical instruments, fostering an appreciation for diverse musical worlds. Our goal is to provide Reception children with a vibrant and engaging music education, preparing them for a lifelong journey of musical discovery.

Expected Standard

Movement and Rhythm Awareness	Pitch and Melodic Awareness	Singing Familiar Songs	Collaborative Music and Group Participation	Creative Expression
<ul style="list-style-type: none"> They are becoming more attentive listeners, recognising and describing patterns within music, fostering an ability to engage with different musical experiences. 	<ul style="list-style-type: none"> Reception students can engage with rhymes, poems, nursery rhymes and songs, expressing their feelings and thoughts through music, enhancing language skills. 	<ul style="list-style-type: none"> Children are increasingly confident in singing and can match their voices to different pitches, displaying improved vocal control and pitch-matching abilities. 	<ul style="list-style-type: none"> Children can work together in singing, listening, and playing musical instruments, showcasing their ability to participate in group music-making. 	<ul style="list-style-type: none"> They can recall, imitate, and tap out rhythmic patterns set by others, demonstrating memory and rhythm awareness.

Scheme of Work Overviews

Move to the Music: Skip, Hop and Jump (Autumn 1)

Reception children kickstart their musical journey with “Move to the Music: Skip, Hop and Jump.” This unit’s emphasis on physical development and movement, focuses on refining motor skills. Children engage in activities that involve skipping, hopping, and jumping to the rhythm of music, enhancing their coordination and rhythm awareness.

Follow the Leader: Tap with Me (Autumn 2)

Building on their memory and imitation skills, Reception children embark on “Follow the Leader: Tap with Me.” This unit focuses on recalling patterns, actions, and rhythms. Children develop their ability to follow and tap out rhythmic patterns set by their peers or the leader, nurturing their cognitive and motor skills.

Singing Skills 2: Match my Voice (Spring 1)

In “Singing Skills 2: Match my Voice,” Reception children continue their exploration of singing and pitch-matching. With focus on pitch-matching, children delve deeper into understanding and controlling their singing voices. They learn to match their voices with different pitches, fostering musical expression and vocal confidence.

Rhymes, Poems and Songs Old and New (Spring 2)

The “Rhymes, Poems and Songs Old and New” unit in spring allows Reception children to immerse themselves in the world of language and creativity. Emphasis on rhymes, songs, nursery rhymes and stories, allows children to engage in activities that involve exploring the rich tapestry of language through music, enhancing their language skills and imaginative thinking.

Noticing Patterns and Describing the Music (Summer 1)

As summer approaches, Reception children dive into “Noticing Patterns and Describing the Music.” This unit encourages children to become more attentive listeners. They learn to identify patterns within music and describe their musical experiences, nurturing their ability to engage with and respond to different sounds and melodies.

Exploring Musical Worlds (Summer 2)

In the final unit of Reception, “Exploring Musical Worlds,” children continue their musical journey through collaborative activities. This unit focuses on listening and playing together, allowing children to work collectively in singing, listening, and playing musical instruments. They discover the joy of creating music as a group, setting the stage for future musical collaboration and exploration as they progress into Year 1.

Listening

- Classical
- Romantic
- Jazz
- Musical theatre
- Pop
- English Folk
- Soca
- Rossini
- Judy Garland
- Tchaikovsky
- John Philip Sousa
- Rodgers & Hammerstein
- Copland

Medium Term Plan | Year 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS1 Focus Areas	Pulse	Rhythm	Pitch	Composing	Musicianship: Preparing for Ensemble Skills	Musicianship: Preparing for Reading Notation
Year 1	Exploring Pulse and Tempo 1: Feel the Beat	Exploring Rhythm 1: Playing and Copying	Exploring Pitch 1: High and Low	Creating Music 1: Sound Effects and Storytelling	Singing and Playing Skills 1: Pitch-Matching	Understanding Rhythm and Pitch (Percussion)

Overview

In Year 1, the focus is on building fundamental musical skills through explorative play and creative activities. Pupils engage with music by developing their sense of pulse and rhythm, learning to move and clap in time with a steady beat. They also begin to understand basic pitch differences by comparing high and low sounds.

Singing and performing are introduced, encouraging pupils to respond to simple visual directions such as loud, quiet, stop and start and to use percussion sounds for storytelling. Composition and improvisation activities involve creating simple rhythms and sounds, often inspired by everyday experiences.

Expected Standard

Musicianship: Pulse & Rhythm	Musicianship: Pitch	Singing & Performing	Instrumental Performance	Composition & Improvisation
<ul style="list-style-type: none"> • Maintain a steady beat by clapping, tapping, or moving in time to the music. • Mimic short rhythmic patterns accurately when led by the teacher. • Begin to recognise rhythmic notation symbols like crotchets and quavers, via graphic notation, dot notation and stick notation. 	<ul style="list-style-type: none"> • Differentiate between high and low sounds in familiar songs and everyday sounds. • Sing simple songs with a small pitch range, accurately hitting pitches like mi-so. • Explore basic pitch notation symbols and their association with pitch. 	<ul style="list-style-type: none"> • Sing simple songs, chants, and rhymes from memory collectively and at the same pitch. • Follow visual directions (e.g. start, stop, loud, quiet) and musical cues while singing. • Participate in basic call-and-response songs to control vocal pitch and accuracy. 	<ul style="list-style-type: none"> • Play untuned instruments (e.g. percussion) in a classroom setting with a steady beat. • Demonstrate basic coordination when using classroom instruments like shakers and claves. • Begin to explore playing simple rhythms or melodies on tuned instruments (e.g. glockenspiel) with guidance. 	<ul style="list-style-type: none"> • Engage in creative musical exploration through vocal improvisation. • Start to create short musical sequences and sound effects in response to stimuli.

Scheme of Work Overviews

Exploring Pulse and Tempo 1: Feel the Beat (Autumn 1)

In Year 1, the musical journey begins with an exploration of pulse and tempo, focusing on feeling the beat. This unit aligns with the curriculum's emphasis on developing pulse awareness. Students learn to recognise and internalise basic rhythms and tempi, laying the foundation for more complex rhythmic concepts in later years.

Exploring Rhythm 1: Playing and Copying (Autumn 2)

In the second term of Year 1, the focus shifts to exploring rhythm through hands-on activities involving playing and copying rhythms. This unit corresponds with the curriculum's goal of building rhythmic skills. Pupils learn to replicate rhythms, enhancing their rhythmic accuracy and preparing them to engage in rhythmic improvisation and ensemble playing in the coming years.

Exploring Pitch 1: High and Low (Spring 1)

During the spring term, Year 1 learners delve into pitch exploration, specifically differentiating between high and low pitches. This unit aligns with the curriculum's objective of introducing pitch concepts. Students begin to develop their pitch recognition abilities, setting the stage for more intricate pitch-related activities, such as singing and playing melodies in subsequent years.

Creating Music 1: Sound Effects and Storytelling (Spring 2)

The second half of Year 1 focuses on composing music through sound effects and storytelling. This unit corresponds with the curriculum's emphasis on composition and improvisation. Pupils explore creating music that enhances storytelling, building their creative and expressive musical skills. This foundation will be instrumental as they progress to composing more complex pieces in Key Stage 2.

Singing and Playing Skills 1: Pitch-Matching (Summer 1)

Year 1 culminates with a focus on singing and playing skills, with an emphasis on pitch-matching during the summer term. This unit aligns with the curriculum's goal of nurturing vocal and instrumental abilities. Pupils refine their pitch-matching skills, preparing them to sing and play simple melodies and harmonies in the upcoming year. This unit builds on their knowledge of high and low pitches, encouraging them to become more confident musicians.

Understanding Rhythm and Pitch (Percussion) (Summer 2)

The final term of Year 1 introduces students to understanding rhythm and pitch through percussion instruments. This unit corresponds with the curriculum's objective of preparing for ensemble skills. Pupils explore rhythm and pitch concepts in the context of percussion, fostering teamwork and collaborative music-making. This unit sets the stage for more advanced ensemble work and reading notation in Key Stage 2.

Keywords

- Pulse
- Repeating pattern
- Match the voice
- Thinking voice
- Call and response
- Loud
- Soft
- Fast
- Slow
- Tempo
- Rhythm

Listening

- Classical
- 20th Century
- Art Pop
- Blues
- Brazilian Samba
- Warlock
- Tchaikovsky
- Stravinsky
- Mozart
- Holst
- Kate Bush
- Ma Rainey

Medium Term Plan | Year 2

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS1 Focus Areas	Pulse	Rhythm	Pitch	Composing	Musicianship: Preparing for Ensemble Skills	Musicianship: Preparing for Reading Notation
Year 2	Exploring Pulse and Tempo 2: Find the Strong Beat	Exploring Rhythm 2: Stick Notation	Exploring Pitch 2: Dot Notation	Creating Music 2: Musical Conversations	Singing and Playing Skills 2: Follow the Leader	Playing Rhythm and Pitch (Glockenspiel)

Overview

Year 2 continues to nurture pupils' musical development by expanding on the foundations laid in Year 1. They refine their understanding of pulse and rhythm, explore changing tempo, and learn to recognise the beat in different pieces of music.

Pitch exploration advances with more singing practice, focusing on a wider pitch range and dynamics. Pupils also start to follow symbols and pictures to guide their singing and playing, including stick notation and dot notation. Composition and improvisation become more structured, with pupils creating musical patterns and using basic notation.

Expected Standard

Musicianship: Pulse & Rhythm	Musicianship: Pitch	Singing & Performing	Instrumental Performance	Composition & Improvisation
<ul style="list-style-type: none"> • Maintain a steady beat and adjust the speed of the beat in response to music. • Play copycat rhythms accurately and perform short repeating rhythm patterns. • Demonstrate an understanding of rhythm notation, including crotchets, quavers, and crotchet rests, represented with stick notation. 	<ul style="list-style-type: none"> • Compare and contrast high and low sounds in various contexts, including music and everyday sounds. • Sing songs with a slightly wider pitch range of do-so. • Follow simple dot notation pictures and symbols to guide singing and playing melodies. 	<ul style="list-style-type: none"> • Sing songs regularly with a pitch range of do-so with increasing vocal control. • Understand and demonstrate dynamics (loud/quiet) and tempo (fast/slow) while singing. • Sing short phrases independently within a singing game or short song. 	<ul style="list-style-type: none"> • Play untuned instruments (e.g. percussion) with increased coordination and rhythm accuracy. • Play short pitched patterns on tuned instruments (e.g. glockenspiels). • Begin to play familiar melodies on tuned instruments with guidance and notation. 	<ul style="list-style-type: none"> • Engage in creative musical exploration through vocal improvisation. • Start to improvise short question and answer phrases. • Begin to create and explore rhythmic and melodic patterns.

Scheme of Work Overviews

Exploring Pulse and Tempo 2: Find the Strong Beat (Autumn 1)

In Year 2, the musical journey continues with an exploration of pulse and tempo, focusing on finding the strong beat. This unit aligns with the curriculum's goal of reinforcing pulse awareness. Students further develop their ability to recognise and internalise rhythms, building on the foundations laid in Year 1. This unit prepares them for more intricate rhythm exploration in the coming terms.

Exploring Rhythm 2: Stick Notation (Autumn 2)

The second term of Year 2 delves deeper into rhythm exploration, with a focus on stick notation. This unit corresponds with the curriculum's emphasis on building rhythm skills. Pupils learn to interpret and read rhythms using stick notation, enhancing their rhythmic accuracy and preparing them for more advanced rhythmic activities in Key Stage 2.

Exploring Pitch 2: Dot Notation (Spring 1)

During the spring term, Year 2 learners shift their focus to pitch exploration using dot notation. This unit aligns with the curriculum's objective of further developing pitch concepts. Students continue to refine their pitch recognition abilities, preparing them for more complex pitch-related activities like singing and playing melodies with confidence.

Creating Music 2: Musical Conversations (Spring 2)

The second half of Year 2 places an emphasis on composing music through musical conversations. This unit corresponds with the curriculum's emphasis on composition and improvisation. Pupils explore creating music that involves dialogue and interaction, enhancing their creative and expressive musical skills. This unit builds a strong foundation for more advanced composition work in Key Stage 2.

Singing and Playing Skills 2: Follow the Leader (Summer 1)

Year 2 culminates with a focus on further developing singing and playing skills, with an emphasis on following a leader during the summer term. This unit aligns with the curriculum's goal of nurturing vocal and instrumental abilities. Pupils continue to refine their pitch-matching and instrumental skills, preparing them to engage in collaborative music-making in the upcoming year. This unit builds on their knowledge of rhythm and pitch, encouraging them to become more confident musicians.

Playing Rhythm and Pitch (Glockenspiel) (Summer 2)

The final term of Year 2 introduces students to playing rhythm and pitch using glockenspiels. This unit corresponds with the curriculum's objective of preparing for instrumental ensemble skills. Pupils explore rhythm and pitch concepts while playing instruments, fostering teamwork and collaborative music-making. This unit sets the stage for more advanced ensemble work and reading notation in Key Stage 2.

Keywords

- Pulse
- Call and response
- Dot notation
- Toneset
- Singing names
- Tempo
- Faster
- Slower
- Pulse
- Repeating pattern
- Strong beat
- Dynamics
- Gradually louder
- Gradually softer

Listening

- 21st century
- 20th century
- Rock n Roll
- Pop
- Indonesia (Gamelan)
- The Soca Boys
- Offenbach
- Calypso
- Irish Folk
- Rimsky-Korsakov
- Harold Arlen
- Anna Clyne
- Ravel
- Elvis Presley
- The Beatles

Medium Term Plan | Year 3

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS2 Focus Areas	Performing: Reading Notation - Rhythm	Performing: Reading Notation - Pitch	Performing: Instrumental Performance	Composing and Improvising	Creating and Performing	Musicianship: Singing and Listening
Year 3	Reading Notation 1: Rhythm and Tempo	Exploring Staff Notation 1: High and Low (Glockenspiel)	Ensemble Skills 1: Call & Response (Glockenspiel OR Recorder)	Composition Skills 1: Pitch, Rhythm and Structure	Exploring Musical Theatre: Forte and Piano	Becoming Musicians 1: Dynamics and Tempo

Overview

Year 3 marks a transition to a more structured music curriculum. Pupils continue to refine their musicianship skills by walking, moving, or clapping to a steady beat, maintaining coordination, and performing actions to songs and rhymes.

Pitch exploration advances with more complex singing games and pitch recognition through dot notation. Pupils become more independent in responding to pitch changes in short melodic phrases. They also begin to explore basic notation and symbols in music, by introducing the staff.

Expected Standard

Reading Notation: Pulse & Rhythm	Reading Notation: Pitch	Singing & Performing	Instrumental Performance	Composition & Improvisation
<ul style="list-style-type: none"> • Read and perform simple rhythms confidently with note values such as crotchets and paired quavers. • Maintain a steady beat and adjust the speed of the beat in response to the music or a leader. 	<ul style="list-style-type: none"> • Begin to read and perform pitch notation within a limited range (e.g. C-G), recognising higher and lower pitches. • Interpret and perform music with basic dynamics markings. 	<ul style="list-style-type: none"> • Sing a widening range of unison songs of varying styles and structures, with tunefulness and some expression. • Perform simple actions and sing in time to action songs. 	<ul style="list-style-type: none"> • Play simple melodies on tuned percussion, melodic instruments, or keyboards, following staff notation within a small note range. • Engage in ensemble playing within a larger group or class, taking on basic melody or accompaniment roles (e.g. ostinato). 	<ul style="list-style-type: none"> • Begin to improvise on a limited range of pitches using simple musical features. • Create short musical responses using limited note ranges in improvisation. • Experiment with creating structured musical ideas, incorporating basic repetitions and contrasts.

Scheme of Work Overviews

Reading Notation 1: Rhythm and Tempo (Autumn 1)

In Year 3, pupils embark on their musical journey by delving into reading notation with a focus on rhythm and tempo. This unit corresponds to the development of rhythmic skills as outlined in the national music curriculum. Students learn to read and understand basic rhythmic patterns, setting a strong foundation for future musical exploration. Building upon their prior experience with pulse and basic rhythm in Key Stage 1, this unit helps them establish a firm grasp of rhythm and tempo, essential for more complex musical endeavours in subsequent years.

Exploring Staff Notation 1: High and Low (Glockenspiel) (Autumn 2)

Continuing their musical exploration, Year 3 students venture into the world of staff notation, with a particular focus on pitch, using the glockenspiel. This unit corresponds to the gradual introduction of pitch notation in the national music curriculum. Pupils learn to further differentiate between high and low pitches and start reading simple melodies. This stage of their musical education prepares them for more intricate staff notation and melodic exploration while reinforcing their understanding of rhythm and tempo, which are essential skills for the years ahead.

Ensemble Skills 1: Call & Response (Glockenspiel OR Recorder) (Spring 1)

Year 3 marks the beginning of students' development of ensemble skills, as they engage in call and response activities using the glockenspiel or recorder. This unit aligns with the curriculum's aim of nurturing collaborative musical experiences. Pupils learn to actively listen, respond, and cooperate with peers in a musical context, a fundamental skill that will continue to grow as they progress through Key Stage 2. Their instrumental proficiency is strengthened, laying the groundwork for more complex ensemble work and ensemble notation reading in the future.

Composition Skills 1: Pitch, Rhythm, and Structure (Spring 2)

In the spring term, Year 3 students delve into the creative realm of composition, encompassing pitch, rhythm, and musical structure. This unit corresponds with the curriculum's focus on fostering composition and improvisation skills. Pupils begin crafting their musical pieces, combining the notation skills introduced in previous years. They explore fundamental aspects of musical structure, preparing them for more intricate composition and improvisation tasks in subsequent years.

Exploring Musical Theatre: Forte and Piano (Summer 1)

During the summer term, Year 3 students immerse themselves in the expressive elements of Musical Theatre, with a particular focus on dynamics, including forte and piano. This unit aligns with the curriculum's emphasis on enhancing musical interpretations through dynamics. Pupils learn to convey emotions through their singing and playing, enriching their musical expression. This phase further develops their musicianship skills, setting the stage for more advanced dynamic markings and nuanced musical interpretations in subsequent years.

Becoming Musicians 1: Dynamics and Tempo (Summer 2)

The summer term marks a significant milestone in students' musical journey, as they deepen their understanding of dynamics and tempo. This unit corresponds to the curriculum's goal of fostering musicianship development. Pupils refine their ability to perform with varying degrees of volume and speed, enhancing their musical expressiveness. This phase builds upon their previous work in musical expression and prepares them for more intricate musical interpretations and performances in coming years.

Keywords

- Call and response
- Pulse
- Rhythm
- Tempo
- Pitch
- Dynamics
- Rhythm names
- Dot notation
- Singing names
- Crotchets
- Quavers
- Tonset
- Ostinato

Listening

- Baroque
- Romantic
- 21st Century
- Funk
- India (Indian classical)
- Handel
- Tina Turner
- Mussorgsky
- A.R. Rahman
- James Brown

Medium Term Plan | Year 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS2 Focus Areas	Performing: Reading Notation - Rhythm	Performing: Reading Notation - Pitch	Performing: Instrumental Performance	Composing and Improvising	Creating and Performing	Musicianship: Singing and Listening
Year 4	Reading Notation 2: 2, 3 and 4 Time	Exploring Staff Notation 2: Follow the Score (Glockenspiel)	Ensemble Skills 2: Melody and Accompaniment (Glockenspiel OR Recorder)	Composition Skills 2: Sequences and Pentatonic Phrases	Exploring Classical Music 1: Legato and Staccato	Becoming Musicians 2: Major and Minor

Overview

In Year 4, pupils delve deeper into musical concepts. They become proficient in reading notation, distinguishing between different note durations and pitches. Singing expands to include a larger pitch range, harmonies, and vocal expression.

Instrumental performance becomes more sophisticated, with pupils playing melodies and accompaniments on tuned percussion or melodic instruments. They also engage in ensemble playing. Composition work includes creating melodies with rhythmic variety and experimenting with sequences and pentatonic phrases.

Expected Standard

Reading Notation: Pulse & Rhythm	Reading Notation: Pitch	Singing & Performing	Instrumental Performance	Composition & Improvisation
<ul style="list-style-type: none"> Accurately read and perform rhythms with a range of note values, including minims, crotchets, paired quavers, and rests. Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations. Understand and apply knowledge of different metres in 2, 3 or 4 time. 	<ul style="list-style-type: none"> Confidently read and perform pitch notation within a range of do-so (e.g. C-G). Begin to demonstrate an understanding of clefs and the stave. 	<ul style="list-style-type: none"> Sing a broad range of unison songs with the range of an octave (do-do), pitching the voice accurately and following dynamics. Perform actions confidently and in time to a range of action songs. Sing rounds and partner songs in different time signatures. 	<ul style="list-style-type: none"> Play melodies on tuned percussion, melodic instruments, or keyboards, following staff notation written on one stave and using notes within the middle C-G/do-so range. Perform in two or more parts (e.g. melody and accompaniment or a duet) and identify the static and moving parts. Copy short melodic phrases including those using the pentatonic scale. 	<ul style="list-style-type: none"> Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches, suitable for the instrument being learnt, then sing and play these phrases as self-standing compositions. Begin to understand the difference between major and minor.

Scheme of Work Overviews

Reading Notation 2: 2, 3, and 4 Time (Autumn 1)

In Year 4, students continue their exploration of reading notation by delving into different metres, including 2, 3, and 4 time. This unit aligns with the national curriculum's emphasis on reading rhythmic notation and introduces more complex metres. Building upon their foundation in rhythm from previous years, pupils further develop their ability to interpret and perform rhythms in various metres. This knowledge prepares them for more intricate rhythmic challenges and ensemble work in the following terms and years.

Exploring Staff Notation 2: Follow the Score (Glockenspiel) (Autumn 2)

The autumn term of Year 4 sees students diving deeper into staff notation, using the glockenspiel. This unit corresponds with the curriculum's continued focus on pitch and notation. Pupils expand their understanding of staff notation, learning to follow and perform more complex melodies. This stage of their musical journey equips them with the skills needed to interpret and play notated music fluently, a vital skill for more advanced music reading and ensemble playing in the future.

Ensemble Skills 2: Melody and Accompaniment (Glockenspiel OR Recorder) (Spring 1)

Year 4 students further hone their ensemble skills, now incorporating melody and accompaniment using either the glockenspiel or recorder. This unit aligns with the curriculum's objective of nurturing collaborative music-making experiences. Pupils expand their ability to work together in a musical context, understanding the interplay between melody and accompaniment. This development lays the foundation for more complex ensemble work, preparing them for future ensemble notation and performance tasks.

Composition Skills 2: Sequences and Pentatonic Phrases (Spring 2)

During the spring term, Year 4 students delve into the art of composition, focusing on sequences and pentatonic phrases. This unit corresponds with the curriculum's goal of fostering composition and improvisation skills. Pupils begin crafting their compositions with greater complexity, incorporating pentatonic scales and rhythmic patterns. They explore the fundamental components of musical structure in more depth, preparing them for more intricate composition and improvisation tasks in subsequent years.

Exploring Classical Music 1: Legato and Staccato (Summer 1)

In the summer term, Year 4 students explore the contrasting qualities of legato and staccato in classical music. This unit aligns with the curriculum's emphasis on enhancing musical interpretation. Pupils learn to perform music using different articulation as well as conveying emotions through their playing. This phase further develops their musicianship skills, setting the stage for more advanced dynamic markings and nuanced musical interpretations in subsequent years.

Becoming Musicians 2: Major and Minor (Summer 2)

The summer term marks a crucial step in students' musical journey, as they delve into the world of major and minor tonalities. This unit corresponds to the curriculum's goal of fostering musicianship development. Pupils refine their understanding of tonal qualities, enhancing their ability to recognise major and minor elements in music. This phase builds upon their previous work in musical expression and listening skills and prepares them for more intricate tonal explorations and performances in the coming years.

Keywords

- Rhythm
- Rhythm names
- Call and response
- 2, 3, 4 time
- Metre
- Pulse
- Ostinato
- Minim
- Rest
- Round
- Bar lines
- Dot notation
- Singing names
- Strong beat
- Syncopa
- Thinking voices
- Rhythm notation
- Glockenspiel

Listening

- Classical
- Early Music
- 20th Century
- Jazz
- 90s Indie
- Punjab/UK (Bhangra)
- Trinidad (Calypso)
- Italian Folk
- Oasis
- Queen
- John Philip Sousa
- Rodgers & Hammerstein
- Shostakovich
- Beatles
- Beethoven
- Rutter
- Hildegard
- Duke Ellington

Medium Term Plan | Year 5

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS2 Focus Areas	Performing: Reading Notation - Rhythm	Performing: Reading Notation - Pitch	Performing: Instrumental Performance	Composing and Improvising	Creating and Performing	Musicianship: Singing and Listening
Year 5	Reading Notation 3: Time Signatures	Developing Sight Reading Skills 1: Melodies (Glockenspiel)	Pop Music 1: Arrangements and Improvisation (Glockenspiel OR Ukulele)	Creating Music for Film and TV: Character, Atmosphere and Environment	Exploring Classical Music 2: Ensemble Performance	Becoming Musicians 3: Chords and Triads

Overview

Year 5 focuses on refining musical skills. Pupils read notation confidently, interpret rhythmic scores, and expand their pitch notation range. Singing becomes more expressive and harmonious, with an emphasis on phrasing and style.

Instrumental performance evolves as pupils play melodies in a broader range, engage in ensemble playing, and develop their ability to play by ear.

Composition and improvisation work advances, with pupils extending their improvisation skills and creating music with multiple sections where they explore character, atmosphere and environment.

Expected Standard

Reading Notation: Pulse & Rhythm	Reading Notation: Pitch	Singing & Performing	Instrumental Performance	Composition & Improvisation
<ul style="list-style-type: none"> Confidently read and perform rhythms with a wide range of note values, including semibreves, minims, crotchets, quavers, semiquavers and crotchet rests. Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations. Understand and apply knowledge of different time signatures (e.g. 2/4, 3/4, 4/4). 	<ul style="list-style-type: none"> Confidently read and perform pitch notation within an octave range (e.g. C-C). Begin to develop sight reading skills by recognising short melodies to play and perform from the stave. 	<ul style="list-style-type: none"> Sing a broad range of songs from an extended repertoire with a sense of ensemble and performance, observing phrasing, accurate pitching, and style. Sing three-part rounds, partner songs, and songs with a verse and a chorus. 	<ul style="list-style-type: none"> Play a melody following staff notation written on one stave and using notes within an octave range (do-do). Begin to understand how triads are formed and play them on tuned percussion, melodic instruments or keyboards. Perform simple, chordal accompaniments to familiar songs. 	<ul style="list-style-type: none"> Improvise freely over a drone, creating musical shapes and character using tuned percussion and melodic instruments. Compose melodies made from pairs of phrases, in a key suitable for the instrument chosen, enhanced with rhythmic or chordal accompaniment. Compose music with contrasting elements to evoke specific atmospheres, moods, or environments.

Scheme of Work Overviews

Reading Notation 3: Time Signatures (Autumn 1)

Year 5 begins with a focus on time signatures, where students delve deeper into the rhythmic complexities of different metres. This unit aligns with the curriculum's emphasis on reading rhythmic notation. Building upon their previous knowledge of 2, 3 and 4 time, pupils explore new time signatures and more intricate rhythms, setting the stage for more complex rhythmic notations and ensemble performances in the coming terms and years.

Developing Sight Reading Skills 1: Melodies (Glockenspiel) (Autumn 2)

In the second half term of Year 5, students work on developing their sight-reading skills, specifically for melodies on the glockenspiel. This unit corresponds with the curriculum's goal of enhancing instrumental performance. Pupils build upon their ability to read and play melodies fluently, preparing them for more advanced sight-reading challenges and ensemble playing in future units.

Pop Music 1: Arrangements and Improvisation (Glockenspiel OR Ukulele) (Spring 1)

Year 5 students explore the world of popular music, focusing on arrangements and improvisation using either the glockenspiel or ukulele. This unit aligns with the curriculum's objective of nurturing composition and improvisation skills. Pupils begin creating their arrangements and experimenting with improvisation, gaining valuable experience that prepares them for more intricate composition and performance tasks in subsequent years.

Creating Music for Film and TV: Character, Atmosphere, and Environment (Spring 2)

During the spring term, Year 5 students embark on a creative journey, composing music for film and television. This unit corresponds to the curriculum's goal of fostering composition skills. Pupils learn to evoke specific emotions, character traits, atmospheres, and environments through music, providing them with a solid foundation for more complex composition projects in Year 6.

Exploring Classical Music 2: Ensemble Performance (Summer 1)

In the summer term, Year 5 students focus on ensemble performance within the realm of classical music. This unit aligns with the curriculum's emphasis on collaborative music-making. Pupils expand their ensemble skills, understanding the intricacies of performing as a group. This development prepares them for more advanced ensemble notation and performance tasks in the future.

Becoming Musicians 3: Chords and Triads (Summer 2)

The summer term marks a significant milestone as Year 5 students delve into chords and triads, essential elements of music theory. This unit corresponds to the curriculum's goal of fostering musicianship development. Pupils refine their understanding of harmonic structures, preparing them for more intricate tonal explorations and musical analysis in Year 6.

Keywords

- Pulse
- Crotchet rest
- Ostinato
- Strong beat
- Rhythm
- Rhythm names
- Lullaby
- Semiquaver
- Time signature
- 2/4, 3/4, 4/4
- Bar and bar lines
- Singing names
- Pitch
- Stave
- Structure
- Ostinato
- Harmony
- Phrases

Listening

- 20th century
- 90s Pop
- 80s Synth/Pop
- Nigeria (Drumming)
- South Africa (Choral)
- Italian Folk
- Verdi
- Bronski Beat
- Björk
- Britten
- Coleridge-Taylor
- Vaughan Williams
- Jona Lewie
- Shostakovich
- Oasis

Medium Term Plan | Year 6

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS2 Focus Areas	Performing: Reading Notation - Rhythm	Performing: Reading Notation - Pitch	Performing: Instrumental Performance	Composing and Improvising	Creating and Performing	Musicianship: Singing and Listening
Year 6	Reading Notation 4: Rhythm Ensemble	Developing Sight Reading Skills 2: Note Names and Durations (Glockenspiel)	Pop Music 2: Chords and Bass Lines (Glockenspiel OR Ukulele)	Composition Project 1: Improvisation, Composition and Notation	Composition Project 2: Notation, Expression and Performance	Singing with Style

Overview

Year 6 represents the pinnacle of Key Stage 2 music education. Pupils are proficient in reading notation and confidently perform complex rhythms and pitches. Singing reaches a high level of ensemble and performance, and instrumental performance is advanced.

Composition and improvisation skills expand further, with pupils creating music with multiple sections and experimenting with mood and expression. The units at the end of Year 6, allow them to showcase their musical growth as they prepare for Key Stage 3, where they will explore more advanced musical concepts and experiences. Each year builds upon the skills acquired in the previous year, providing a comprehensive musical education that prepares pupils for more advanced musical exploration in the next stage of their education.

Expected Standard

Reading Notation: Pulse & Rhythm	Reading Notation: Pitch	Singing & Performing	Instrumental Performance	Composition & Improvisation
<ul style="list-style-type: none"> Confidently read and perform rhythms with a wide range of note values, including semibreves, minims, crotchets, quavers, semiquavers and their equivalent rests, fluently interpreting rhythm patterns and note durations. Sight-read and perform intricate rhythmic phrases and rhythms from prepared notation, confidently maintaining accurate timing and rhythm throughout, in an ensemble of up to 4 parts. 	<ul style="list-style-type: none"> Fluently read and perform pitch notation within an octave range (e.g. C-C). Interpret and perform music with dynamics and articulation. 	<ul style="list-style-type: none"> Sing a broad range of songs, including those with complex rhythms and harmonies, with a strong sense of ensemble and performance. Perform three- and four-part rounds, partner songs, and songs with intricate structures. 	<ul style="list-style-type: none"> Play complex melodies and accompaniments following staff notation, utilising a wide range of notes within an octave (do-do), whilst contributing to the interpretation and expression of the music. Accompany melodies using block chords or a bass line using keyboards, tuned percussion or melodic instruments. Demonstrate proficiency in playing by ear, copying longer phrases and complex melodies on tuned instruments. 	<ul style="list-style-type: none"> Extend improvisation skills through working in small groups to create music with multiple sections, repetition, and contrast. Compose melodies made from pairs of phrases, in a major or minor key suitable for the instrument chosen, enhanced with rhythmic or chordal accompaniment. Plan and compose an 8- or 16-beat melodic phrase using the pentatonic scale and incorporate rhythmic variety.

Scheme of Work Overviews

Reading Notation 4: Rhythm Ensemble (Autumn 1)

In Year 6, students take a deeper dive into rhythmic notation with a strong focus on rhythm ensemble. This unit corresponds with the curriculum's emphasis on reading rhythmic notation. Building upon their previous rhythmic knowledge, pupils explore intricate rhythm patterns and ensemble playing, preparing them for more complex rhythmic challenges and collaborative performances in subsequent units.

Developing Sight Reading Skills 2: Note Names and Durations (Glockenspiel) (Autumn 2)

The second half term of Year 6 concentrates on further developing sight-reading skills, specifically focusing on note names and durations on the glockenspiel. This unit aligns with the curriculum's objective of enhancing instrumental performance. Pupils refine their ability to read and play melodies accurately, setting them up for advanced sight-reading tasks and ensemble playing in the final stages of Key Stage 2.

Pop Music 2: Chords and Bass Lines (Glockenspiel OR Ukulele) (Spring 1)

In the spring term, Year 6 students explore the world of pop music by concentrating on chords and bass lines using either the glockenspiel or ukulele. This unit corresponds with the curriculum's goal of nurturing performance skills. Pupils deepen their understanding of chord progressions and bass lines, gaining valuable experience that prepares them for more intricate composition and performance tasks in Key Stage 3.

Composition Project 1: Improvisation, Composition, and Notation (Spring 2)

During the second half of the spring term, Year 6 learners embark on a comprehensive composition project that encompasses improvisation, composition, and notation. This unit aligns with the curriculum's emphasis on composition and improvisation skills. Pupils learn to structure their musical ideas, refine their notation abilities, and practice improvisation. These skills prepare them for more advanced composition projects and performance tasks in Key Stage 3.

Composition Project 2: Notation, Expression, and Performance (Summer 1)

In the penultimate term, Year 6 students continue with their composition project focussing on notation, expression, and performance. This unit corresponds to the curriculum's goal of fostering composition skills. Pupils expand their knowledge of music notation, explore expressive techniques, and refine their performance abilities, equipping them for more complex composition and ensemble work in Key Stage 3.

Singing with Style (Summer 2)

Year 6 culminates with a focus on singing with style during the summer term. This unit aligns with the curriculum's emphasis on musicianship, specifically singing and listening. Pupils further develop their vocal skills, exploring various musical styles and genres, which prepares them to engage in more diverse vocal performances and musical experiences in their future musical journey.

Keywords

- Rhythm
- Round
- Rhythm names
- Thinking voice
- Pulse
- Improvisation
- Composition
- Strong beat
- Score
- Ostinato
- Stave notation
- Tonaset
- Rhythm notation
- Ensemble skills
- Tempo
- Dynamics
- Singing names

Listening

- Romantic
- 21st Century
- 90s RnB
- Middle Eastern Folk
- English Folk
- Polish Folk
- Jazz
- Argentina (Tango)
- The Soca Boys
- New Order
- Destiny's Child
- The Dukes of Dixieland