|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| All year groups | **Daily piece of music – Song a Day**  KS1: listen with concentration and understanding to a range of high-quality live and recorded music  KS2: Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians. | | | | | |
| Year 1 |  | **Destination Detectives**  Use their voices expressively and creatively by singing songs and speaking chants and rhymes.  Listen with concentration and understanding to a range of high-quality live and recorded music  **Kapow unit: Pulse and Rhythm**  Covers all NC KS1 objectives. | **He’s Behind You!**  Play tuned and untuned instruments musically |  | **One Small Step**  Experiment with, create, select and combine sounds using the inter-related dimensions of music |  |
| Year 2 |  | **Destination Detectives**  Use their voices expressively and creatively by singing songs and speaking chants and rhymes.  Listen with concentration and understanding to a range of high-quality live and recorded music. | **He’s Behind You!**  Play tuned and untuned instruments musically |  | **One Small Step**  Experiment with, create, select and combine sounds using the inter-related dimensions of music |  |
| Year 3 |  | **Can a BeeBot dance a gavotte?**  Considering the history of the music and understanding the rhythm. Applying this to help them move a BeeBot to the music.  Develop an understanding of the history of music.  Use and understand staff and other musical notations. |  | **Easter Performance**  Listen with attention to detail and recall sounds with increasing aural memory | **Composing a soundscape of the rainforest using body percussion.**  Understanding the structure in a piece of music and composing their own piece with some use of musical notation.  Improvise and compose music for a range of purposes using the inter-related dimensions of music.  Use and understand staff and other musical notations. |  |
| Year 4 | **Brass**  Play and perform in solo or ensemble contexts with some accuracy, control, fluency and expression  Use and develop an understanding of formal, written notation which includes staff, semibreves and dotted crotchets  Use and understand staff and other musical notations | | | | | |
| Year 5 | **Musical Theatre**  Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians | **Songs of WWII**  Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.  Develop an understanding of the history of music. |  |  | **Composition of colourful music**  Improvise and compose music for a range of purposes using the inter-related dimensions of music |  |
| Year 6 | **Musical Theatre**  Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians | **Songs of WWII**  Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.  Develop an understanding of the history of music. |  |  | **Composition of colourful music**  Improvise and compose music for a range of purposes using the inter-related dimensions of music |  |