

	Autumn	Spring	Summer
Year 1	<p>Keeping the Pulse (My Favourite Things)</p> <p>Children begin by developing a sense of steady beat, showing the pulse through movement, clapping and simple instrumental patterns which help them perform with others.</p>	<p>Sound Patterns (Fairytale)</p> <p>Exploration of rhythm follows, as pupils create and copy sound patterns using their voices and instruments, experimenting with dynamics to bring story characters to life.</p>	<p>Pitch (Superheroes)</p> <p>Later in the year they investigate high and low sounds, combining pitch and tempo changes to invent short melodies and perform them with expression.</p>
	<p>Call and Response (Animals)</p> <p>Building on earlier rhythm work, children practise call and response structures, using dynamics to represent animals and leading short group performances.</p>	<p>Instruments (Musical Storytelling)</p> <p>Musical storytelling then takes shape as pupils select instruments, vary tempo and dynamics, and create soundscapes that convey characters, feelings and events.</p>	<p>Pitch (Musical Me)</p> <p>Finally, learners strengthen their understanding of pitch by reading simple notation, singing accurately across a range, and playing melodies on tuned percussion.</p>
Year 3&4A	<p>Ballads</p> <p>Pupils encounter ballads, recognising their features, writing verses and performing with awareness of structure and style.</p>	<p>Pentatonic Melodies and Composition</p> <p>They move on to the pentatonic scale, composing and performing melodies inspired by Chinese New Year music while developing notation and group performance skills.</p>	<p>Instrumental: South Africa</p> <p>Instrumental lessons then introduce South African traditions, where children learn staff notation, practise rhythmic accuracy and perform patterns in ensemble.</p>
	<p>Samba and Carnival Sounds</p> <p>Singing, listening and composing activities enable pupils to explore how pitch, tempo and dynamics shape expression, leading to performances</p>	<p>Changes in Pitch, Tempo and Dynamics (Rivers)</p> <p>A study of samba follows, as children clap and play syncopated rhythms, compose rhythmic breaks and experience the cultural context of carnival music.</p>	<p>Instrumental: Caribbean</p> <p>Instrumental work continues through Caribbean music, with learners singing calypso songs, reading notation including quavers, and improvising in a pentatonic style.</p>

	built around vocal and instrumental ostinatos.		
Year 5	Composition Notation (Ancient Egypt)	Blues	Looping and Remixing
	Work begins with Ancient Egyptian influences, where pupils compose using both hieroglyphic and stave notation, performing with accuracy and expression.	The blues then provides a new challenge, as learners play 12-bar structures, sing with vocal expression and improvise fluently using the blues scale.	Looping and remixing concludes the year, with pupils layering rhythmic and melodic fragments to construct structured remixes and perform them confidently.
Year 6	Film Music		Theme and Variations (Pop Art)
	The year opens with film music, as pupils compose and perform short sequences to create atmosphere, using graphic scores and ensemble skills to enhance storytelling.		Theme and variation follows, with learners exploring how rhythmic and melodic ideas can be altered, composing original variations and leading group performances.