



**EYFS**


	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Project Title	Transitions to school Orientation Who am I?	Journeys & festivals Where are they/we going?	Winter What happens in winter?	Spring What happens in springtime in London?	Transition to Y1 What makes us healthy?	Mini-beasts/Traditional Tales What happens in the story?
Early Learning Goals: Being Imaginative and Expressive	Children at the expected level of development will: <ul style="list-style-type: none"> <li>- Sing a range of well-known nursery rhymes and songs.</li> <li>- Perform songs and rhymes with others and when appropriate try to move in time with music.</li> </ul>					
Development Matters Expressive Arts and Design	3 and 4-year olds will be learning to: <ul style="list-style-type: none"> <li>-Listen with increased attention to sounds.</li> <li>-Respond to what they have heard, expressing their thoughts and feelings.</li> <li>-Remember and sing entire songs.</li> <li>-Sing the pitch of a tone sung by another person ('pitch match').</li> <li>-Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li> <li>-Create their own songs or improvise a song around one they know.</li> <li>-Play instruments with increasing control to express their feelings and ideas.</li> </ul>					
Development Matters Expressive Arts and Design	Children in reception will be learning to: <ul style="list-style-type: none"> <li>-Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>- Sing in a group or on their own increasingly matching the pitch and following the melody.</li> <li>-Explore and engage in music making and dance, performing solo or in groups.</li> </ul>					
Music	The Hare and the Tortoise	Three Little Pigs	Jack and The Beanstalk	Awongalema Tree	Noah's Ark	Treasure Island
	Through the stories in 'Singing Pigs', pupils will learn a variety of rhymes and short songs which they will memorise and perform. They will compose and improvise short sections of music using their voices and instruments to help to tell the story, as well as acting out the story and moving to the music. They will also learn a range of songs with simple melodies, actions/movements and small solo/group sections (such as call and response and singing their name in warm ups). These will be learnt and memorised, and sometimes performed at larger events such as the Christmas Service and Class Assembly.					
Vocabulary Pupils will use these words in context throughout the year.	Xylophone, Claves, Drum, Tambourine, Maraca, Cabassa, Perform, Conductor, Compose, High, Low, Fast, Slow, Loud, Quiet, Verse, Chorus, Melody, Tune, Choir, Orchestra, Band, Score, Leader, Call and Response, Rest					







**Year 1**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Project Title	Memory Box: How can you capture your memories?	Bright Lights, Big City: Where should everywhere Bear visit when he travels to London? Why?	Dinosaurs: How do we know dinosaurs existed?	Moon Zoom: How could you send Beegu back to the moon?	Splendid Skies: How does the weather change?	Rio de Vida: What is Brazil like compared to the UK?
Music	<b>Sounds Interesting</b> Exploring the sounds of different instruments. Creating sounds to represent different objects/events.	<b>Music Festival/Nativity</b> Pupils will be preparing for the Nativity-they will work on developing good singing technique through learning the set songs.	<b>The Long and The Short of it</b> Explore durations of sound by performing pieces using voices and instruments.	<b>Feel the Pulse</b> Learn to keep the pulse, and understand the difference between pulse and rhythm by performing a range of pieces using voices and instruments	<b>Exploring Pitch</b> Be able to identify whether sounds are high, low or the same and describe sounds which get higher/lower though performing a range of pieces using instruments and voices	<b>What's the Score?</b> <b>Composition toolbox- Improvising</b> Explore a range of instruments and ways of notating music using symbols. Learn about important musical symbols such as crescendo and how to respond to them. Improvise and compose music which matches an image/story. Experiment with the sounds which different instruments make, and how sounds can be layered and notated.
Vocabulary	Xylophone, Claves, Drum, Tambourine, Maraca, Cabassa, Glockenspiel, Triangle, Chime Bar, Cow Bell, Agogo Bell, Crotchet, Quaver, Scrape, Hit, Shake, Beater, Choir, Timing, Loud(er), Quiet(er), Fast(er), Slow(er), Conductor, Beat, Long(er), Short(er), Rhythm, Syllable, Ostinato, Solo, Improvise, Score, Graphic Score, Compose, Verse, Chorus					
Skills linked to National Curriculum	🎵 Enjoys singing and can sing simple songs (e.g. nursery rhymes) broadly in tune and time. 🎵 Can keep a pulse within a group with some accuracy (e.g. tapping)/can perform simple pieces in time. 🎵 Can follow simple musical instructions (e.g. stop, louder). 🎵 Can make basic comments on classroom performances and suggest basic ideas for improvement (e.g. you need to make it slower so it sounds more like a snail). 🎵 Demonstrates increased understanding of music (e.g. getting louder/softer, names common instruments). 🎵 Can play tuned and untuned instruments musically using limited resources. 🎵 Listens to other children's ideas and takes turns.					
	🎵 Experiment with making, changing and combining sounds with some success.	🎵 Create music using a range of instruments with some musicality. 🎵 Shows thoughtfulness towards musical	🎵 Can use shapes to represent sounds (simple graphic notation).	🎵 Explores the voice's ability to make different sounds. 🎵 Beginning to link pitch to shapes showing the	🎵 Experiment with making, changing and combining sounds with some success. 🎵 Create music using a range of instruments with some musicality. 🎵 Shows thoughtfulness towards musical outcome through trial and error.	






		<p>outcome through trial and error.</p> <p>🎵 Explores the voice's ability to make different sounds.</p>		<p>rise and fall of the music.</p>	<p>🎵 Can use shapes to represent sounds (simple graphic notation).</p> <p>🎵 Beginning to link pitch to shapes showing the rise and fall of the music.</p> <p>🎵 Can use shapes to represent sounds (simple graphic notation).</p>
--	--	---	--	------------------------------------	--

**Year 2**













 TRENT CE PRIMARY SCHOOL CHRISTIANITY - COURTESY - CREATIVITY	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Project Title	Street Detective: What is the geography of where I live?	London Frost Fair: How did people enjoy themselves at London Frost Fairs?	Fire, Fire! (Great Fire of London): How do we know so much about what happened in the Great Fire of London?	Muck, Mess and Mixtures: Can you create a marvellous mixture that is better than George's?	The Scented Garden: Can Trent's garden be beautiful and useful?	Land Ahoy: Why do we love being beside the sea so much?
Music	<b>Music Festival/Nativity</b> Pupils will be preparing for the Infant Music Festival and the Nativity-they will work on developing good singing technique through learning the set songs.		<b>Feel the Pulse</b> Pupils will develop their understanding of pulse and rhythm through performing a range of songs and pieces. Pupils will be introduced to a range of different musical instruments, and investigate pitch, tempo and dynamics.	<b>Exploring Pitch</b> Pupils will develop their understanding of pitch though performing a wide range of repertoire. They will follow a range of musical scores to perform pieces on tuned percussion instruments such as xylophones.	<b>Gamelan music Composition toolbox-telling stories</b> Pupils will learn about Gamelan music and sing and play some basic Gamelan pieces. They will learn about how shadow puppets are used in storytelling and create their own compositions using pentatonic scales and untuned percussion.	<b>Composition Toolbox-Improvising. Samba</b> Learn about Samba music and perform music from Brazil using instruments and voices. Perform and create simple samba pieces which include features such as call and response.
Vocabulary	Choir, Timing, Loud(er), Quiet(er), Fast(er), Slow(er), Conductor, Solo, Beat, Rhythm, Warm up, Crochet, Quaver, Semiquaver, Minim, Fast(er), Slow(er), Pitch, Graphic Score, Notation, note names (C-B), Glockenspiel, Xylophone, Drone, Ostinato, Round, Verse, Chorus, Call and Response					
					Gamelan, Pentatonic, Shadow Puppet, Indonesia, Diwali	Samba, Carnival, Brazil Bateria, Agogo bell, Surdo, Tamborim, Leader, Break
Skills linked to National Curriculum	<ul style="list-style-type: none"><li>🎵 Enjoys singing and can sing simple songs (e.g. nursery rhymes) broadly in tune and time.</li><li>🎵 Explores the voice's ability to make different sounds.</li><li>🎵 Can keep a pulse within a group with some accuracy (e.g. tapping)/can perform simple pieces in time.</li><li>🎵 Can follow simple musical instructions (e.g. stop, louder).</li><li>🎵 Demonstrates increased understanding of music (e.g. getting louder/softer, names common instruments).</li><li>🎵 Can make basic comments on classroom performances and suggest basic ideas for improvement (e.g. you need to make it slower so it sounds more like a snail).</li><li>🎵 Listens to other children's ideas and takes turns.</li><li>🎵 Can play tuned and untuned instruments musically using limited resources (e.g. selecting notes from the pentatonic scale, or performing using two notes).</li></ul>					

		 Can use shapes to represent sounds (simple graphic notation).	 Can play tuned and untuned instruments musically using limited resources (e.g. selecting notes from the pentatonic scale, or performing using two notes).	 Can use shapes to represent sounds (simple graphic notation).  Beginning to link pitch to shapes showing the rise and fall of the music.  Can play tuned and untuned instruments musically using limited resources (e.g. selecting notes from the pentatonic scale, or performing using two notes).	 Shows thoughtfulness towards musical outcome through trial and error.
--	--	---	---	---	---



	 Responds to music from a range of traditions, showing basic understanding of the musical outcome and context.
	 Can perform from a range of notation including graphic scores and simple rhythm and staff notation. Can aurally identify sounds correlating to notation (e.g. recognise rhythms).
	 Can discuss their own and others' music showing a basic musical understanding (e.g. dynamics, tempo).
	 Can successfully carry out improvements on their own work based on feedback.
	 Listens to other children's ideas and works sensibly within a group when given a specific role/task.















### Year 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Project title	Ruthless Romans: How did the arrival of the Romans change Britain?	Road Trip USA: What could I see out of my window?	Anglo-Saxons: Who were the Anglo-Saxons and how do we know what was important to them?	Raging River: What is river?	Seen and not heard (Victorians and Queen Victoria): Who held the power in Victorian society?	Bottoms, burps and bile: What do our bodies do with the food we eat?
Music	<b>Year 4 Band</b> Develop playing by ear and notation skills to perform a number of pieces as a class band using tuned percussion/keyboards.	<b>Keyboard Skills-Jingle Bells</b> Pupils will develop their technique on the keyboard. Pupils will develop notation reading skills and focus on keyboard skills including using a good hand position. Pupils who already learn the piano/keyboard will develop their skills, for example by including chords in their performance.	<b>Composition toolbox-moods and film music</b> Pupils will create music using keyboards and untuned percussion/their own instruments to fit with a film clip. Pupils will consider musical elements e.g. dynamics, tempo, timbre as well as considering notation and structure.	<b>Ukulele Skills</b> Throughout this year, Year 4 pupils will develop their technique on the ukulele. Pupils will learn to read basic tab notation and be able to perform a range of songs.	<b>Summer Show</b> Pupils will learn the songs to be performed at the Summer Show. They will work on developing good singing technique as well as learning songs in parts.	
Vocabulary	Keyboard, Verse, Chorus, Stave Notation (within the stave), Pentatonic, Call and Response, Rhythm, Coda, Repeat, Crotchet, Quaver, Semiquaver, Minim, Semibreve, Performance, Conductor, Tune, Melody, Composition, Improvisation, Major, Minor, Chords, Solo, Choir, Loud(er), Quiet(er), Fast(er), Slow(er), (piano, forte, diminuendo, crescendo), Harmony, Round, Beat, Rhythm, Pitch, Dynamics, Tempo, Timbre, Xylophone, Glockenspiel, Structure, Ukulele, Tab notation, Frets, Faster, Slower, Strumming					
Skills linked to National Curriculum	 Can sing a basic (simple intervals and range of less than an octave) part in tune and in time.  Can confidently join in with simple part songs such as rounds when following an adult/leader singing their part.  Can perform simple parts (using only basic rhythms and no more than an octave range) with technical accuracy.  Can perform in time and in tune with some success when performing simple pieces with a group.  Can respond to and lead simple performance directions (e.g. dynamics, tempo, starting).  Experiment with making, changing and combining sounds (e.g. using voices, musical instruments and body percussion) with increasingly musical outcomes.  Begin to create simple rhythmic patterns, melodies and accompaniments.  Responds to music from a range of traditions, showing basic understanding of the musical outcome and context.  Can perform from a range of notation including graphic scores and simple rhythm and staff notation. Can aurally identify sounds correlating to notation (e.g. recognise rhythms).  Can discuss their own and others' music showing a basic musical understanding (e.g. dynamics, tempo).  Can successfully carry out improvements on their own work based on feedback.					




	🔊 Listens to other children's ideas and works sensibly within a group when given a specific role/task.
--	--

### Year 5

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Project Title	Vikings and Anglo-Saxons: Raiders or settlers: How should we remember the Vikings?	Pharaoh: How can we know so much about the ancient Egyptians as they lived so long ago?	Stargazer: Could humans live on another planet?	Scream Machine: What is needed to make a spine-tingling ride?	Misty Mountain: Mountains: Natural wonders or danger zones?	Allotment: Can you grow a sandwich?
Music	<b>Ukulele Skills</b> Pupils will develop their technique on the ukulele. Pupils will learn to read basic tab notation and be able to perform a range of songs.	<b>Keyboard Skills-Winter Wonderland</b> Pupils will develop their technique on the keyboard. Pupils will develop notation reading skills and focus on keyboard skills including using a good hand position. Pupils who already learn the piano/keyboard will develop their skills, for example by including chords in their performance.	<b>Composition toolbox-moods and emotive music</b> Pupils will learn how to successfully select musical ideas to represent the scene/story of space. They will use percussion, tuned instruments, voice and technology.	<b>BEAT Music Festival and End of year show</b> Pupils will focus on vocal technique while working on performances for the end of year show and Barnet Music Festival. They will work on developing good singing technique as well as learning songs in parts.		
Vocabulary	Verse, Chorus, Stave Notation (within the stave), Pentatonic, Call and Response, Rhythm, Coda, Repeat, Crotchet, Quaver, Semiquaver, Minim, Semibreve, Performance, Conductor, Tune, Melody, Composition, Improvisation, Major, Minor, Chords, Solo, Choir, Loud(er), Quiet(er), Fast(er), Slowe(er), (piano, forte, diminuendo, crescendo), Harmony, Round, Beat, Rhythm, Pitch, Dynamics, Tempo, Timbre, Xylophone, Glockenspiel, Structure, Ukulele, Tab notation, Frets, Strumming					
Skills linked to National Curriculum	 Can sing a basic (simple intervals and range of less than an octave) part in tune and in time.  Beginning to be able to sing simple 2 part sections in songs without following a leader.  Can perform simple parts (using only basic rhythms and no more than an octave range) accurately, fluently and in time with others.  Considers expression whilst performing.  Can perform in time and in tune with a group when performing simple pieces.  Can recognise when they are out of tune/time and attempt to correct themselves.  Experiment with using voice and instruments creatively, investigating ideas and techniques.  Able to improvise basic melodic and rhythmic phrases in scaffolded situations (e.g. notes to use provided, backing track given).  Creates music which demonstrates an understanding of structure and has been musically thought out.  Can listen to and evaluate music from a range of traditions showing understanding of the musical outcome and context.  Can use and create basic notation (can follow the basic shapes of music and simple staff notation though singing and playing).  Can discuss their own and others' music, justifying their opinions musically.  Can act on feedback successfully and independently improve their own work based on independent reflection.					

	Can work sensibly within a group, listening to others' ideas with a willingness to try them out.
--	--

**Year 6**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Project Title</b>	<b>Battle of Barnet: What happened in Barnet in 1471?</b> <b>Britain at War: What was life like during World War 2?</b>	<b>Britain at War: Why was winning the Battle of Britain in 1940 so important?</b>	<b>Frozen Kingdoms: Antarctica: everlasting winter wonderland or treacherous terrain?</b>	<b>Hola Mexico: Why did the ancient Maya change their way of life?</b>	<b>Breathing Spaces: Who are Britain's National Parks for?</b>	<b>Gallery Rebels: What makes art rebellious?</b>
<b>Music</b>	<b>Ukulele Skills</b> Pupils will develop their technique on the ukulele. Pupils will develop tab reading skills and be able to perform a range of songs.	<b>Winter Wonderland Band</b> Pupils will perform Winter Wonderland in 'bands' which include ukuleles, keyboards and other instruments which they can play.	<b>Film Composition</b> Pupils will work in small groups to compose music to fit with a short film clip (e.g. Disney trailer/advert or 'frozen kingdom' themed). They will use a range of instruments and technology.	<b>Blues</b> Pupils will learn about the history and key features of the blues, and perform C Jam Blues as a class. They will use this knowledge to write lyrics for and perform a Blues song. Pupils will use a range of instruments including keyboards, iPads and ukuleles.	<b>Year 6 Band</b> Pupils will perform a range of popular music in 'bands' which include ukuleles, keyboards and other instruments which they can play. e.g. <b>One Love</b> (Bob Marley), Heart and Soul, Lean on Me	<b>School Production</b> Pupils will work on the Summer Production through learning a number of songs as a class, in small groups and as solos. Pupils will develop their confidence and technique as singers and sing songs in unison and in parts.
<b>Vocabulary</b>	Frets, Chords, Tab notation, Strumming, Melody, Harmony, Rhythm, Beat, Tune, Conductor, Call and response, Verse, Chorus, Major, Minor, Blues scale, 12 bar blues, Dynamics, Pitch, Timbre, Tempo, Improvisation, Structure, Solo, Duet, Stave notation, Piano, Forte, Diminuendo, Crescendo.					
<b>Skills linked to National Curriculum</b>	<ul style="list-style-type: none"> <li>🎵 Can sing a basic (simple intervals and range of less than an octave) part in tune and in time.</li> <li>🎵 Beginning to be able to sing simple 2 part sections in songs without following a leader.</li> <li>🎵 Can perform simple parts (using only basic rhythms and no more than an octave range) accurately, fluently and in time with others.</li> <li>🎵 Considers expression whilst performing.</li> <li>🎵 Can perform in time and in tune with a group when performing simple pieces.</li> <li>🎵 Can recognise when they are out of tune/time and attempt to correct themselves.</li> <li>🎵 Experiment with using voice, technology and instruments creatively, investigating ideas and techniques.</li> <li>🎵 Can listen to and evaluate music from a range of traditions showing understanding of the musical outcome and context.</li> <li>🎵 Can use and create basic notation (can follow the basic shapes of music and simple staff notation though singing and playing).</li> <li>🎵 Can discuss their own and others' music, justifying their opinions musically.</li> <li>🎵 Can act on feedback successfully and independently improve their own work based on independent reflection.</li> <li>🎵 Can work sensibly within a group, listening to others' ideas with a willingness to try them out.</li> </ul>					

	<p>🎵 Able to improvise basic melodic and rhythmic phrases in scaffolded situations (e.g. notes to use provided, backing track given).</p> <p>🎵 Creates music which demonstrates an understanding of structure and has been musically thought out.</p>		<p>🎵 Able to improvise basic melodic and rhythmic phrases in scaffolded situations (e.g. notes to use provided, backing track given).</p> <p>🎵 Creates music which demonstrates an understanding of structure and has been musically thought out.</p>		<p>🎵 Able to improvise basic melodic and rhythmic phrases in scaffolded situations (e.g. notes to use provided, backing track given).</p> <p>🎵 Creates music which demonstrates an understanding of structure and has been musically thought out.</p>	<p>🎵 Able to improvise basic melodic and rhythmic phrases in scaffolded situations (e.g. notes to use provided, backing track given).</p> <p>🎵 Creates music which demonstrates an understanding of structure and has been musically thought out.</p>
--	---	--	---	--	---	---