



Music Cycle A

	Autumn		Spring		Summer	
EYFS	<u>Bounce into action</u> -Find the beat of the music. -Develop fine and gross motor skills. <u>Songs</u> - I'm a Little Teapot -Getting Dressed -Days of the Week -Wind the Bobbin Up -Ready Set Go	<u>Rainbow magic</u> -Sing lyrics clearly. -Know that songs can tell a story. <u>Songs</u> -Rainbows -Sparkle -Twinkle Twinkle Little Star -Ring O' Roses	<u>Happy talk</u> -Sing whole songs. -Respond to musical messages and changes. <u>Songs</u> -If You're Happy and You Know It -Name Song -Welcome Song -Goodbye Song	<u>Amazing animals</u> -Move creatively to music "in character". -Listen and respond with increased attention and express feelings about the music. <u>Songs</u> - Boing -Old MacDonald Had a Farm -Incy Wincy Spider	<u>Number fun</u> -Find and keep the beat with different songs. -Play percussion instruments with developing control. <u>Songs</u> -Alice the Camel -Five Little Ducks -1, 2, 3, 4, 5 -Five Fine Bumble Bees	<u>Beep Beep Toot Toot</u> -Play instruments with increasing control in the correct section of a song. -Develop accuracy in following signals to start and stop correctly. <u>Songs</u> -The Wheels on the Bus -Row, Row, Row Your Boat -Rock-a-bye Baby
KS1	<u>Rhyming in time</u> -Move in time with the beat/pulse, responding to different tempos (speeds). -Chant, rap and sing using different voices (e.g. elephants and	<u>Lets start singing</u> -Understand how to warm up the body and voice ready to sing. -Sing songs accurately, matching the vocal pitch (singing in tune).	<u>Music inspired by the world around us</u> -Listen attentively and with understanding to music from different historical periods.	<u>Exploring rhythm patterns</u> -Understand that an ostinato is a repeated pattern. -Copy and create simple rhythm	<u>Sound and pictures</u> -Match and create pictures/symbols to represent sound.	<u>Highs and lows</u> -Understand the difference between a rhythm and a pitch pattern. -Identify different pitches (highs and

	snakes), following simple cues such as starting together. <u>Songs</u> -Find the beat -Dancing dinosaurs	<u>Songs</u> -Name Song -Babushka -Little Angel Gets Her Wings	-Understand that music can tell a story. <u>Songs</u> -In The Sea	patterns (call and response). <u>Songs</u> -Hey You! -Rhythm Grids	-Capture, sequence and change sounds to make a musical story. <u>Songs</u> -RSNO's <i>Yoyo and the Little Auk</i>	lows) in music and in sounds around the school. <u>Songs</u> -Music Is In My Soul
LKS2	<u>A shining performance</u> -Read and play G, A and B (doh, re, mi) on a musical instrument. -Use creative ideas inspired by different stimuli to improve a performance. <u>Songs</u> Sparkle In The sun	<u>Sing and move</u> -Sing songs with attention to expression and dynamics, following the conductor's cues. -Perform actions with accuracy and confidence. <u>Songs</u> The King of All Polar Bears Five Gold Rings	<u>Music and video</u> -Use storyboards to sequence and structure a music video. -Explore self-representation through portraits and personalised avatars. <u>Songs</u> Be Safe Online	<u>You gotta try</u> -Perform simple rhythmic and melodic patterns accurately and expressively. -Rehearse and perform confidently as part of an ensemble, using voice and instruments. <u>Songs</u> You Gotta Try	<u>Music and sound</u> -Identify and describe the key features of Baroque music and its instruments, comparing it to music from a different time period. -Compose, notate using a graphic score, and perform a piece of music inspired by the seasons that conveys an original storyline.	<u>Sound exploration</u> -Appreciate and respond to music from across historical periods through understanding dynamics, tempo, texture and timbre. -Present a multi-art form performance of a song. <u>Songs</u> Sounds of the Deep

					<u>Songs</u> -Sinfonia Cymru's Regenerate: Seasons for Change Project 1 -Vivaldi's Four Seasons: Winter -Vivaldi's Four Seasons: Summer -Winter Warriors (reimagined version) -Summer Survivors	
UKS2	<u>Shaping music</u> -Improvise freely over a drone or groove. -Compose a short ternary piece using Music Notepad <u>Songs</u> My Best Friend	<u>Unlocking vocal potential</u> -Sing with a sense of ensemble, paying attention to phrasing, pitching and musical style. -Sing songs in unison, and in two or three parts. <u>Songs</u> Panto Pandemonium Bells Ring Out The Match Girl's Christmas	<u>Sounds dramatic</u> -Compose and arrange an original "Spooky Story" track in YuStudio using major and minor chords, melody, rhythm, basslines and sound effects to create a specific atmosphere or mood. -Reflect on and evaluate musical decisions by	<u>Decoding sound and notation</u> -Develop and expand musical understanding through critical listening and analysis of contrasting pieces. -Read and perform notated melodies with confidence, applying knowledge of pitch, rhythm and musical expression.	<u>Carnival time</u> -Develop ensemble and instrumental skills by performing samba rhythms accurately and expressively, demonstrating awareness of pulse, dynamics and coordination.	<u>Music speaks</u> -Improvise freely over a drone or groove. -Compose a short ternary piece using Music Notepad. <u>Songs</u> My Best friend

			performing compositions individually or in groups, considering both creative and technical choices to enhance the piece's overall quality and effectiveness. <u>Songs</u> A Spooky Story	<u>Songs</u> Heal the Earth Portsmouth	-Compose and perform original call and response sections, integrating learned patterns into full samba compositions. <u>Songs</u> Carnival Time	
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