



	Autumn	Spring	Summer
<b>Coots (R/1)</b>	<p><b>Pulse and Rhythm</b> Children explore keeping the pulse together through music and movement, by exploring their favourite things.</p>	<p><b>Musical Vocab</b> Journey into the unknown and explore under the sea through music, movement, chanting and the playing of tuned percussion instruments.</p>	<p><b>Pitch and Tempo</b> Learning how to identify high and low notes and to compose a simple tune, children investigate how tempo changes help tell a story and make music more exciting.</p>
<b>Bitterns (R/2)</b>	<p><b>West African call and response</b> Chanting different call and response sound patterns, children progress to creating their own call and response patterns using untuned percussion instruments. They practise rhythm and pulse as they echo and respond to each other's chants, building a strong sense of musical communication.</p>	<p><b>Musical Me</b> Learning to sing and play the song 'Once a Man Fell in a Well,' children learn to connect the melody to specific pitches. They explore how different notes correspond to different parts of the song, using their instruments to recreate the tune accurately. Additionally, they begin to recognise how simple symbols can represent pitch, developing their ability to read and interpret musical notation.</p>	<p><b>On this Island</b> Learning songs and creating sounds to represent three contrasting landscapes—seaside, countryside, and city—children explore how music can evoke different environments. They sing folk songs to reflect the different environments and use instruments and body percussion to create soundscapes representing one of the environments.</p>
<b>Kingfishers (3)</b>	<p><b>Ballads</b> Learning what ballads are, how to identify their features and how to convey different emotions when performing. Selecting vocabulary to describe a story, before turning it into lyrics following the structure</p>	<p><b>Developing Singing Techniques</b> Developing singing technique; learning to keep in time, musical notation and rhythm, culminating in a group performance of a song with actions.</p>	<p><b>Jazz</b> Learning about ragtime style music, traditional jazz music and scat singing. Children create a jazz motif using a swung rhythm and play a jazz version of a nursery rhyme using tuned percussion.</p>



	of a traditional ballad.		
<b>Grebes (4/5)</b>	<p><b>Caribbean (instrumental unit)</b> Learning about the history and features of Calypso music, performing a calypso style song with voices and tuned percussion in multiple parts and playing from staff notation.</p>	<p><b>Indonesia (instrumental unit)</b> Discovering the features of gamelan music including the Slendro scale and cyclical rhythmic patterns, identifying traditional gamelan instruments, learning about the concept of an octave, exploring how different timbres are used in gamelan music.</p>	<p><b>North America (Instrumental unit)</b> Exploring minimalism and the music of composers like Philip Glass and Steve Reich, children learn to identify music features such as interlocking patterns and layered textures. They learn to sing and play the piece 'Interlocking patterns' as they apply their skills reading staff notation and playing tuned percussion.</p>
<b>Hérons (5/6)</b>	<p><b>Composition notation</b> Identifying the pitch and rhythm of written notes and experimenting with notating their compositions in different ways to further develop understanding of staff notation.</p>	<p><b>South and West Africa</b> Learning 'Shosholoza', a traditional South African song, playing the accompanying chords using tuned percussion and learning to play the djembe and some dance moves.</p>	<p><b>Looping and remixing</b> Learning how dance music is created, focusing particularly on the use of loops, and learning how to play a well known song before putting a dance music spin on it to create their own versions.</p>