


MUSIC

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Purpose of Study

Music is a unique way of communicating that can inspire and motivate children. It is a vehicle for personal expression and it can play an important part in the personal development of people. Music reflects the culture and society we live in, and so the teaching and learning of music enables children to better understand the world they live in. Besides being a creative and enjoyable activity, music can also be a highly academic and demanding subject. It also plays an important part in helping children feel part of a community. We provide opportunities for all children to create, play, perform and enjoy music, to develop the skills to appreciate a wide variety of musical forms, and to begin to make judgements about the quality of music.

The aims of music teaching are to enable children to:

- know and understand how sounds are made and then organised into musical structures;
- know how music is made through a variety of instruments;
- know how music is composed and written down;
- know how music is influenced by the time, place and purpose for which it was written;
- develop the interrelated skills of performing, composing and appreciating music.

National Curriculum

- Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- Learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

EYFS - Reception	Key Stage 1	Key Stage 2
<p>Pupils should be taught to:</p> <p><i>Expressive Arts and Design</i></p> <ul style="list-style-type: none"> • Sing a range of well-known nursery rhymes and songs. • Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. 	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Use their voices expressively and creatively by singing songs and speaking chants and rhymes • Play tuned and un-tuned instruments musically • Listen with concentration and understanding to a range of high-quality live and recorded music Experiment with, create, select and combine sounds using the inter-related dimensions of music. 	<p>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression • Improvise and compose music for a range of purposes using the inter-related dimensions of music • Listen with attention to detail and recall sounds with increasing aural memory • Use and understand staff and other musical notations • 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.

Content

The development of knowledge, skills and understanding are essential for the ability to express meaning in music making and to personal responses in listening. Most of our listening is for information and instruction. Our listening to music is different because it involves a response from our “inner selves”. Children should undertake a balanced programme of activities, which builds on previous work and takes account of personal achievement. They should experience working individually, in groups and as a whole class. They should explore and use a widening range of sound sources, including appropriate use of information technology. Children should be encouraged to talk about music heard in class and elsewhere e.g. assembly, including their own compositions and performances. In particular some aspects of listening and appraising will form an important part of the music curriculum. Children will be given opportunities to listen to and discuss examples of music from:

- European ‘classical tradition’
- Countries and regions of the British Isles
- A variety of cultures western and non-western
- Music across a range of historical periods.

The music elements of pitch, duration, timbre, texture, dynamics and structure will be progressively introduced, discussed and understood.

The contribution of music to teaching in other curriculum areas

English - Music contributes significantly to the teaching of English in our school by actively promoting the skills of reading, writing, speaking and listening. Children develop their language skills through singing songs, with attention to diction, meaning, rhythm and rhyme. They use reference books and develop research skills when finding out about the history of music and musicians. Music is also used to stimulate discussion or creative writing. Through working with others in a musical setting, children develop their ability to communicate ideas effectively.

Mathematics - Music contributes to the teaching of mathematics in that children who study the structure of music are observing patterns and processes. Talent in music is often linked with talent in mathematics, as the rhythm and structure of music is mathematically based. Music may also help children learn specific facts, such as when singing times tables songs.

Computing - Children use computer programmes to compose music. They also use ICT in Music to enhance their research skills through the Internet. They listen to music on the Internet and they also record their own compositions. Children improve the presentation of their work through the use of ICT.

Personal, social and health education (PSHE) and citizenship - Music contributes significantly to the teaching of personal, social, citizenship and health education. Through the common goal of making music, children learn to work effectively with other people and build up good relationships. Music is the basis of many social activities and has an important role to play in the personal development of

many young people. It has a vital role to play in building self-confidence. Participation in successful public musical performances is sometimes one of the most memorable things young people do at school.

Spiritual, moral, social and cultural development - Listening, creating or performing music can sometimes be a moving and even spiritual experience. We encourage children to reflect on the important effect that music has on people's moods, senses and quality of life. Children have the opportunity to encounter music from many cultures and, through their growing knowledge and understanding of the music, they develop more positive attitudes towards other cultures and societies.

Quality of Education

Intent

Music should be an enjoyable experience for pupils and teachers. Children participate in a range of musical experiences, building up their confidence at the same time. They develop their understanding of rhythm and pitch and learn how music is structured, as well as learning technical vocabulary for these elements. As children's confidence builds, they enjoy the performance aspect of music. Children experience listening to music from different cultures and eras.

Implementation

Music is taught as a discrete subject but also across the curriculum. Areas of learning, such as times tables in maths, vocabulary in languages and movement in dance can all incorporate different elements of music. Peripatetic music lessons in KS2 provide children with experience of making music. Singing in assembly allows the children opportunities to develop their singing skills and gain an understanding of how ensembles work. Performances, such as Christmas plays and nativities, Cumbria Music Services, Big Sings and end of year shows, demonstrate that music is important to the life of the school.

Since September 2022 we have been using Music Express. It offers a topic-based approach to support children's learning in music. A steady progression plan has been built into the scheme, ensuring consistent musical development. By using Music Express as the basis of a scheme of work, we can ensure that we are fulfilling the aims for musical learning stated in the National Curriculum. Music Express includes many examples of music styles and genres from different times and places. These are explored through the language of music via active listening, performing and composing activities, which enable understanding of the context and genre. Music Express provides a classroom-based, participatory and inclusive approach to music learning. Throughout the scheme, children are actively involved in using and developing their singing voices, using body percussion and whole-body actions, and learning to handle and play classroom instruments effectively to create and express their own and others' music. Through a range of whole class, group and individual activities, children have opportunities to explore sounds, listen actively, compose and perform. They will also deepen their knowledge and understanding of musical genres and the history of music over different times and places in the world.

Impact

The impact of teaching music will be seen across the school with an increase in the profile of music. Whole-school and parental engagement will be improved through performances, extra-curricular activities and opportunities suggested in lessons/overviews for wider learning. Participation in music develops wellbeing, promotes listening and develops concentration. We want to ensure that music is loved by teachers and pupils across school, encouraging them to want to continue building on this wealth of musical ability, now and in the future.

Progression of Knowledge

Substantive knowledge focuses on developing children's knowledge and skills required for them to develop as musicians. This is achieved through deliberate practice and allows children to develop and demonstrate fluency of knowledge. It involves learning about music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.

Disciplinary knowledge in Music is the interpretation on the interrelated dimensions of music and how this knowledge is used when singing, playing instruments, improvising and composing, to develop creative and original pieces and performances. Children work independently and collaboratively to interpret and combine the dimensions of music to create a specific and desired effect.

A EYFS - Reception musician	Year 1 musician	Year 2 musician	Year 3 musician
<p><u>Communication & Language</u></p> <ul style="list-style-type: none"> I can listen carefully to rhymes and songs, paying attention to how they sound. I can learn rhymes, poems and songs. <p><u>Physical Development</u></p> <ul style="list-style-type: none"> I can combine different movements with ease and fluency. <p><u>Expressive Arts & Design</u></p> <ul style="list-style-type: none"> I can explore, use and refine a variety of artistic effects to express their ideas and feelings. I can return to and build on my previous learning, refining ideas and developing their ability to represent them. I can create collaboratively, sharing ideas, resources and skills. I can listen attentively, move to and talk about music, expressing their feelings and responses. I can sing in a group or on their own, increasingly matching the pitch and following the melody. I can explore and engage in music making and dance, performing solo or in groups. 	<p><u>Singing</u></p> <ul style="list-style-type: none"> I can sing simple songs, chants and rhymes from memory, singing collectively and at the same pitch, responding to simple visual directions and counting in. I can begin with simple songs with a very small range, mi-so and then slightly wider. I can sing a wide range of call and response songs, control vocal pitch and match pitch with accuracy. <p><u>Listening</u></p> <ul style="list-style-type: none"> I can develop my understanding of the stories, origins, traditions, history and social context of the music I am listening to, singing and playing. <p><u>Composing</u></p> <ul style="list-style-type: none"> I can improvise simple vocal chants, using question and answer phrases. I can create musical sound effects and short sequences of sounds in response to stimuli. I can combine sounds to make a story, choosing and playing instruments or sound-makers. I can understand the difference between creating a rhythm pattern and a pitch pattern. I can invent, retain and recall rhythm and pitch patterns and perform these for others, taking turns. 	<p><u>Singing</u></p> <ul style="list-style-type: none"> I can sing songs regularly with a pitch range of do-so with increasing vocal control. I can sing songs with a small pitch range, pitching accurately. I know the meaning of dynamics (loud/quiet) and tempo (fast/slow) and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (e.g. crescendo, decrescendo, pause). <p><u>Listening</u></p> <ul style="list-style-type: none"> I can develop my understanding of the stories, origins, traditions, history and social context of the music I am listening to, singing and playing. <p><u>Composing</u></p> <ul style="list-style-type: none"> I can create music in response to a non-musical stimulus. I can work with a partner to improvise simple question and answer phrases, to be sung and played on untuned percussion, creating a musical conversation. I can use graphic symbols, dot notation and stick notation to keep a record of composed pieces. I can use music technology to capture, change and combine sounds. 	<p><u>Singing</u></p> <ul style="list-style-type: none"> I can sing a widening range of unison songs of varying styles and structures with a pitch range of do-so, tunefully and with expression. I can perform forte and piano, loud and soft. I can perform actions confidently and I time to a range of action songs. I can walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. I can perform in a choir in school assemblies. <p><u>Listening</u></p> <ul style="list-style-type: none"> I can develop my understanding of the stories, origins, traditions, history and social context of the music I am listening to, singing and playing. <p><u>Composing</u></p> <ul style="list-style-type: none"> I can become more skilled in improvising (using voices, tuned and untuned percussion and instruments played in whole-class/ group/individual/instrumental teaching), inventing short 'on-the-spot' responses using a limited note-range. I can structure musical ideas (e.g. using echo or question and answer phrases) to create music that has a beginning, middle and end. I can compose in response to different

	<ul style="list-style-type: none"> • I can use music technology to capture, change and combine sounds. • I can recognise how graphic notation can represent created sounds. I can explore and invent my own symbols. <p><u>Musicianship - Pulse/Beat</u></p> <ul style="list-style-type: none"> • I can walk, move or clap a steady beat with others, changing the speed of the beat as the tempo of the music changes. • I can use body percussion, (e.g. clapping, tapping, walking) and classroom percussion (shakers, sticks and blocks, etc.), playing repeated rhythm patterns (ostinati) and short, pitched patterns on tuned instruments (e.g. glockenspiels or chime bars) to maintain a steady beat. • I can respond to the pulse in recorded/live music through movement and dance. <p><u>Musicianship - rhythm</u></p> <ul style="list-style-type: none"> • I can perform short copycat rhythm patterns accurately, led by the teacher. • I can perform short repeating rhythm patterns (ostinati) while keeping in time with a steady beat. • I can perform word-pattern chants; create, retain and perform my own rhythm patterns. <p><u>Musicianship - pitch</u></p> <ul style="list-style-type: none"> • I can listen to sounds in the local school environment, comparing high and low sounds. • I can sing familiar songs in both low and high voices and talk about the difference in sound. • I can explore percussion sounds to enhance storytelling. • I can follow pictures and symbols to guide singing and playing. 	<p><u>Musicianship - Pulse/Beat</u></p> <ul style="list-style-type: none"> • I can understand that the speed of the beat can change, creating a faster or slower pace (tempo). • I can mark the beat of a listening piece by tapping or clapping and recognising tempo as well as changes in tempo. • I can walk in time to the beat of a piece of music or song. I know the difference between left and right to support coordination and shared movement with others. • I can begin to group beats in twos and threes by tapping knees on the first (strongest) beat and clapping the remaining beats. • I can identify the beat groupings in familiar music that I sing regularly and listen to. <p><u>Musicianship - rhythm</u></p> <ul style="list-style-type: none"> • I can play copycat rhythms, copying a leader, and invent rhythms for others to copy on untuned percussion. • I can create rhythms using word phrases as a starting point. • I can read and respond to chanted rhythm patterns, and represent them with stick notation including crotchets, quavers and crotchets rests. • I can create and perform my own chanted rhythm patterns with the same stick notation. <p><u>Musicianship - pitch</u></p> <ul style="list-style-type: none"> • I can play a range of singing games based on the cuckoo interval matching voices accurately, supported by a leader playing the melody. • I can sing short phrases independently within a singing game or short song. • I can respond independently to pitch changes heard in short melodic phrases, indicating with actions. • I can recognise dot notation and match it to 3-note tunes played on tuned percussion. 	<p>stimuli, e.g. stories, verse, images (paintings and photographs) and musical sources.</p> <ul style="list-style-type: none"> • I can combine known rhythmic notation with letter names to create rising and falling phrases using just three notes (do, re and mi). • I can compose song accompaniments on untuned percussion using known rhythms and note values. <p><u>Performing - Instrumental</u></p> <ul style="list-style-type: none"> • I can develop facility in playing tuned percussion or a melodic instrument, such as violin or recorder. I can play and perform melodies following staff notation using a small range (e.g. Middle C–E/do–mi) as a whole class or in small groups (e.g. trios and quartets). • I can use listening skills to correctly order phrases using dot notation, showing different arrangements of notes C-D-E/do-re-mi. • I can individually (solo) copy stepwise melodic phrases with accuracy at different speeds; allegro and adagio, fast and slow. I can extend to question-and-answer phrases. • I can understand the stave, lines and spaces, and clef. I can use dot notation to show higher or lower pitch. • I can understand the differences between crotchets and paired quavers. • I can apply word chants to rhythms, understanding how to link each syllable to one musical note.
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Year 4 musician	Year 5 musician	Year 6 musician
<p><u>Singing</u></p> <ul style="list-style-type: none"> • I can sing a broad range of unison songs with the range of an octave (do–do) pitching the voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo). • I can sing rounds and partner songs in different time signatures (2, 3 and 4 time) and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony. • I can perform a range of songs in school assemblies. <p><u>Listening</u></p> <ul style="list-style-type: none"> • I can develop my understanding of the stories, origins, traditions, history and social context of the music I am listening to, singing and playing. <p><u>Composing</u></p> <ul style="list-style-type: none"> • I can improvise on a limited range of pitches on the instrument I am learning, making use of musical features including smooth (legato) and detached (staccato). • I can begin to make compositional decisions about the overall structure of improvisations. • I can combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches suitable for the instruments being learnt. I can sing and play these phrases as self-standing compositions. • I can arrange individual notation cards of known note values (i.e. minim, crotchet, crotchet rest and paired quavers) to create sequences of 2-, 3- or 4-beat phrases, arranged into bars. • I can explore my developing knowledge of musical components by composing music to create a specific mood, for example creating music to accompany a short film clip. • I can understand major and minor chords. • I can include instruments played in whole-class/group/individual teaching to expand the scope and range of the sound palette available for my composition work. • I can capture and record creative ideas using graphic symbols, rhythm notation and time signatures, staff notation or technology. <p><u>Performing - Instrumental</u></p> <ul style="list-style-type: none"> • I can develop facility in the basic skills of a selected musical instrument over a sustained learning period. • I can play and perform melodies following staff 	<p><u>Singing</u></p> <ul style="list-style-type: none"> • I can sing a broad range of songs from an extended repertoire with a sense of ensemble and performance. This includes observing phrasing, accurate pitching and appropriate style. • I can sing three-part rounds, partner songs and songs with a verse and a chorus. • I can perform a range of songs in school assemblies and in school performance opportunities. <p><u>Listening</u></p> <ul style="list-style-type: none"> • I can develop my understanding of the stories, origins, traditions, history and social context of the music I am listening to, singing and playing. <p><u>Composing</u></p> <ul style="list-style-type: none"> • I can improvise freely over a drone, developing sense of shape and character, using tuned percussion and melodic instruments. • I can improvise over a simple groove, responding to the beat, creating a satisfying melodic shape; experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano). • I can compose melodies made from pairs of phrases in either C major or A minor or a key suitable for the instrument chosen. These melodies can be enhanced with rhythmic or chordal accompaniment. • I can compose a short ternary piece, working in a pair. • I can use chords to compose music to evoke a specific atmosphere, mood or environment Or I can create music to accompany a silent film or to set a scene in a play or book. • I can capture and record creative ideas using graphic symbols, rhythm notation and time signatures, staff notation or technology. <p><u>Performing - Instrumental</u></p> <ul style="list-style-type: none"> • I can play melodies on tuned percussion, melodic instruments or keyboards, following staff notation written on one stave and using notes within the Middle C–C’/do–do range. • I can understand how triads are formed, and play them on tuned percussion, melodic instruments or keyboards. I can perform simple, chordal accompaniments to familiar songs. 	<p><u>Singing</u></p> <ul style="list-style-type: none"> • I can sing a broad range of songs, including those that involve syncopated rhythms, as part of a choir, with a sense of ensemble and performance. This includes observing rhythm, phrasing, accurate pitching and appropriate style. • I can continue to sing three- and four- part rounds or partner songs and develop greater listening skills, balance between parts and vocal independence. • I can perform a range of songs as a choir in school assemblies, school performance opportunities and to a wider audience. <p><u>Listening</u></p> <ul style="list-style-type: none"> • I can develop my understanding of the stories, origins, traditions, history and social context of the music I am listening to, singing and playing. <p><u>Composing</u></p> <ul style="list-style-type: none"> • I can create music with multiple sections that include repetition and contrast. • I can use chord changes as part of an improvised sequence. • I can extend improvised melodies beyond 8 beats over a fixed groove, creating a satisfying melodic shape. • I can plan and compose an 8- or 16- beat melodic phrase using the pentatonic scale (e.g. C, D, E, G, A) and incorporate rhythmic variety and interest. I can play this melody on available tuned percussion and/or orchestral instruments. I can notate this melody. • I can compose melodies made from pairs of phrases in either G major or E minor or a key suitable for the instrument chosen. • I can enhance one of these melodies with rhythmic or chordal accompaniment. • I can compose a ternary piece; using available music software/apps to create and record it, discussing how musical contrasts are achieved. <p><u>Performing - Instrumental</u></p> <ul style="list-style-type: none"> • I can play a melody following staff notation written on one stave and using notes within an octave range (do–do); I can make decisions about dynamic range, including very loud, very quiet, moderately loud and moderately quiet. • I can accompany this same melody, and others, using block chords or a bass line. • I can engage with others through ensemble playing with pupils taking on melody or accompaniment roles. • I can understand the differences between semibreves, minims, crotchets, quavers and semiquavers, and their equivalent rests.

<p>notation using a small range (e.g. Middle C–G/do–so) as a whole-class or in small groups.</p> <ul style="list-style-type: none"> • I can perform in two or more parts (e.g. melody and accompaniment or a duet) from simple notation using instruments played in whole class teaching. Identify static and moving parts. • I can copy short melodic phrases including those using the pentatonic scale (e.g. C, D, E, G, A). • I can understand the differences between minims, crotchets, paired quavers and rests. • I can read and perform pitch notation within a defined range (e.g. C–G/do–so). • I can follow and perform simple rhythmic scores to a steady beat: I can maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble. 	<ul style="list-style-type: none"> • I can perform a range of repertoire pieces and arrangements combining acoustic instruments to form mixed ensembles, including a school orchestra. • I can develop the skill of playing by ear on tuned instruments, copying longer phrases and familiar melodies. • I can understand the differences between semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers. • I can understand the differences between 2/4, 3/4 and 4/4 time signatures. • I can read and perform pitch notation within an octave (e.g. C–C'/do–do). • I can read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known rhythms and note durations 	<ul style="list-style-type: none"> • I can develop the skills to read and perform pitch notation within an octave (e.g. C–C/ do–do). • I can read and play confidently from rhythm notation cards and rhythmic scores in up to four parts that contain known rhythms and note durations. • I can read and play from notation a four- bar phrase, confidently identifying note names and duration.
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Progression of Vocabulary

EYFS - Reception	Year 1	Year 2	Year 3
Action, beat, clap, listen, instrument, join in, loud, melody, pulse, quiet, rhythm, scratchy, sing, smooth, sound, speed, tempo, texture, volume, pluck, hit, blow, shake	Pulse, rhythm, pitch , rap , improvise , compose , melody, perform , singers , loud, softly , quiet, percussion , groove , audience , imagination , tradition , lyrics , samba , national anthem , plucking, banging, shaking, blowing	Keyboard , drums , bass , electric guitar , saxophone , trumpet , pulse, rhythm, pitch, improvise, compose, audience, question and answer , melody, dynamics , tempo , perform/ performance, glockenspiel , yodelling	Structure , intro/ introduction , verse , chorus , improvise, compose, pulse, rhythm, pitch, tempo, dynamics, hook , melody, texture , structure , riff , pentatonic scale , imagination , sound score , notation
Year 4	Year 5	Year 6	
Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo , pentatonic scale, unison , rhythm patterns , musical style , rapping, lyrics, choreography , digital/electronic sounds , turntables , synthesizers , by ear , notation, backing vocal , piano , organ , acoustic guitar , percussion	Backbeat , amplifier , chorus, bridge , riff, hook, improvise, compose, appraising , structure, tune/head , note values , note names , pulse, rhythm, solo, ballad , verse, interlude , strings , piano, guitar, bass, drums, melody, cover , backing loops , unison, pitch, tempo, dynamics, timbre, texture, bass line , brass section , harmony, melody, synthesizer , music software , soul , groove , rap, hip-hop ,	Style indicators , melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre , texture, structure, dimensions of music , Neo Soul , producer , groove , Motown , hook, riff, solo, Blues , Jazz , improvise/improvisation , by ear, melody, riff, solo, ostinato , phrases , unison, Urban Gospel , civil rights , gender equality , graphic scores , bar lines , staves	

The Interrelated Dimensions of Music

Pulse – the regular heartbeat of the music; its steady beat.

Rhythm – long and short sounds or patterns that happen over the pulse.

Pitch – high and low sounds.

Tempo – the speed of the music; fast or slow or in-between.

Dynamics – how loud or quiet the music is.

Timbre – all instruments, including voices, have a certain sound quality e.g. the trumpet has a very different sound quality to the violin.

Texture – layers of sound. Layers of sound working together make music very interesting to listen to.

Structure – every piece of music has a structure e.g. an introduction, verse and chorus ending.

Notation – the link between sound and symbol.

Long Term Plan

EYFS/KS1 3-year cycle

All units are taken from Music Express
Pupils listen to music across a range of historical periods,
genres, styles and traditions on a daily basis at lunchtime.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
2022 - 2023	New Beginnings Who shall I be today?	A tale from long ago Our growing world Christmas Production	Our bodies Weather	Travel Ourselves	Toys Our bodies Instrument: Ocarina	Weather Travel Instrument: Ocarina
2023 - 2024	A sky full of colour Do you see dinosaurs	Fabulous Food When snowflakes fall Christmas Production	Pattern Our School	Animals Number	Storytime Our land Instrument: Ocarina	Animals Seasons Instrument: Ocarina
2024 - 2025	Busy City Let's go green	Beyond the stars Amazing African Animals Christmas Production	Machines Storytime	Seasons Water	Number Pattern Instrument: Ocarina	Ourselves Water Instrument: Ocarina

KS2 4-year cycle

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
2022 - 2023	Human Body Time Instrument: Ukulele	Environment Instrument: Ukele Christmas Production	Around the World W&F Music Services - String/Percussion Instrument: Ocarina	Poetry Time W&F Music Services - String/Percussion Instrument: Ocarina	Solar System Instrument: Recorder	World unite Instrument: Recorder
2023 - 2024	Poetry In the past W&F Music Services - Brass Instrument: Ukulele	Ancient worlds W&F Music Services - Brass Christmas Production Instrument: Ukelele	Building Instrument: Ocarina	Environment Ancient Worlds Instrument: Ocarina	Keeping healthy Instrument: Recorder	Journeys Instrument: Recorder
2024 - 2025	Building China Instrument: Ukulele	Communication Christmas Production Instrument: Ukulele	Singing Spanish W&F Music Services – Guitar Instrument: Ocarina	Recycling In the past W&F Music Services – Guitar Instrument: Ocarina	Life Cycles Instrument: Recorder	Growth Instrument: Recorder
2025 - 2026	Singing French Human body Instrument: Ukulele	Food and drink Christmas Production Instrument: Ukulele	Communication Food and drink W&F Music Services – woodwind Instrument: Ocarina	Sounds Food and drink W&F Music Services – woodwind Instrument: Ocarina	At the movies Instrument: Recorder	Moving on Instrument: Glockenspiel