

## Music Rolling Programme (by Year A / B)

### Year A

Year	Autumn	Spring 1	Spring 2	Summer
EYFS	<b>Body Percussion and Instruments</b> <a href="#">Exploring sound</a>	<b>Beat, Pitch and Tempo</b> <a href="#">Music and movement</a>	<b>Composition and Performance</b> <a href="#">Musical stories</a>	<b>Instruments</b> <a href="#">Big Band</a>
Y1/2	<b>Pulse and Rhythm</b> <a href="#">All about me</a>	<b>Pitch and Tempo</b> <a href="#">Superheroes</a>	<b>Orchestral Instruments</b> <a href="#">Traditional Stories</a>	<b>Melody and Composition</b> <a href="#">Musical Me</a>
Y3/4	<b>Lyrics and Performance</b> <a href="#">Ballads</a>	<b>Pentatonic Melodies &amp; Composition</b> <a href="#">Chinese New Year</a>	<b>Body and Tuned Percussion</b> <a href="#">Rainforests</a>	<b>Adapting and Transposing Motifs</b> <a href="#">The Romans</a>
Y5/6	<b>Improvisation</b> <a href="#">Blues</a>	<b>Composition and Notation</b> <a href="#">Ancient Egypt</a>	<b>Theme and Variations</b> <a href="#">Pop Art</a>	<b>Rhythmic Patterns</b> <a href="#">Advanced Rhythms</a>

### Year B

Year	Autumn	Spring 1	Spring 2	Summer
EYFS	<b>Body Percussion and Instruments</b> <a href="#">Exploring sound</a>	<b>Beat, Pitch and Tempo</b> <a href="#">Music and movement</a>	<b>Composition and Performance</b> <a href="#">Musical stories</a>	<b>Instruments</b> <a href="#">Big Band</a>
Y1/2	<b>Musical Vocabulary</b> <a href="#">Under the Sea</a>	<b>Timbre and Rhythmic Patterns</b> <a href="#">Fairy tales</a>	<b>African Call and Response</b> <a href="#">Animals</a>	<b>Timbre and Composition</b> <a href="#">Myths and Legends</a>
Y3/4	<b>Developing Singing Technique</b> <a href="#">The Vikings</a>	<b>Trad. Instruments and Improvisation</b> <a href="#">India</a>	<b>Pitch, Tempo and Dynamics</b> <a href="#">Rivers</a>	<b>Samba and Carnival Sounds</b> <a href="#">South America</a>
Y5/6	<b>Vocal and Tuned Percussion</b> <a href="#">South and West Africa</a>	<b>Composition to represent Colour</b> <a href="#">Holi festival</a>	<b>Dynamics, Pitch and Texture</b> <a href="#">Fingal's Cave</a>	<b>Composing and Performing</b> <a href="#">Leavers' Song</a>

\* N.B. Condensed scheme allows units to be extended to allow gaps to be addressed and prior knowledge consolidated as required. In addition, wider performance opportunities offered in Autumn 2 to all pupils, and in UKS2 in Summer 2. Aim to extend these over cycle. Summer 2 also allows additional time to revisit units or go deeper in music if curriculum capacity allows.

If a teacher wishes to shift units between terms within a cycle due to cross curricular links / time constraints etc., this is acceptable. Do not mix units between cycles / year groups.

Longer term goal: in lieu of wider performance opportunities, on repeat of Year A, introduce 2 extra Y3/4 units based on model music curriculum's whole class Instrumental Teaching Programmes.

## Music Rolling Programme (with wider opportunities)

### Year A

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<b>Body Percussion and Instruments</b> <a href="#">Exploring sound</a>	<b>Performance</b> Christingle	<b>Beat, Pitch and Tempo</b> <a href="#">Music and movement</a>	<b>Composition and Performance</b> <a href="#">Musical stories</a>	<b>Instruments</b> <a href="#">Big Band</a>	Going Deeper, Closing Gaps
Y1/2	<b>Pulse and Rhythm</b> <a href="#">All about me</a>	<b>Performance</b> Nativity	<b>Pitch and Tempo</b> <a href="#">Superheroes</a>	<b>Orchestral Instruments</b> <a href="#">Traditional Stories</a>	<b>Melody and Composition</b> <a href="#">Musical Me</a>	Going Deeper, Closing Gaps
Y3/4	<b>Lyrics and Performance</b> <a href="#">Ballads</a>	<b>Performance</b> Carol Concert	<b>Pentatonic Melodies &amp; Composition</b> <a href="#">Chinese New Year</a>	<b>Body and Tuned Percussion</b> <a href="#">Rainforests</a>	<b>Adapting and Transposing Motifs</b> <a href="#">The Romans</a>	Going Deeper, Closing Gaps
Y5/6	<b>Improvisation</b> <a href="#">Blues</a>	<b>Performance</b> Carol Concert	<b>Composition and Notation</b> <a href="#">Ancient Egypt</a>	<b>Theme and Variations</b> <a href="#">Pop Art</a>	<b>Rhythmic Patterns</b> <a href="#">Advanced Rhythms</a>	<b>Performance</b> Leavers' Play

### Year B

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<b>Body Percussion and Instruments</b> <a href="#">Exploring sound</a>	<b>Performance</b> Christingle	<b>Beat, Pitch and Tempo</b> <a href="#">Music and movement</a>	<b>Composition and Performance</b> <a href="#">Musical stories</a>	<b>Instruments</b> <a href="#">Big Band</a>	Going Deeper, Closing Gaps
Y1/2	<b>Musical Vocabulary</b> <a href="#">Under the Sea</a>	<b>Performance</b> Nativity	<b>Timbre and Rhythmic Patterns</b> <a href="#">Fairy tales</a>	<b>African Call and Response</b> <a href="#">Animals</a>	<b>Timbre and Composition</b> <a href="#">Myths and Legends</a>	Going Deeper, Closing Gaps
Y3/4	<b>Developing Singing Technique</b> <a href="#">The Vikings</a>	<b>Performance</b> Carol Concert	<b>Trad. Instruments and Improvisation</b> <a href="#">India</a>	<b>Pitch, Tempo and Dynamics</b> <a href="#">Rivers</a>	<b>Samba and Carnival Sounds</b> <a href="#">South America</a>	Going Deeper, Closing Gaps
Y5/6	<b>Vocal and Tuned Percussion</b> <a href="#">South and West Africa</a>	<b>Performance</b> Carol Concert	<b>Composition to represent Colour</b> <a href="#">Holi festival</a>	<b>Dynamics, Pitch and Texture</b> <a href="#">Fingal's Cave</a>	<b>Composing and Performing</b> <a href="#">Leavers' Song</a>	<b>Performance</b> Leavers' Play