| | Block A | Block B | Block C | Block D | Block E | Block F |
|---|---|---|---|---|---|---|
| **Year 1** | **Singing** | **Untuned percussion** | **Singing** | **Untuned percussion** | **Singing** | **Tuned percussion** |
| | Singing focus: Being together in music | Untuned focus: Introducing rhythm and pulse | Singing focus: Introducing pitch | Untuned focus: Introducing tempo and dynamic | Singing focus: Exploring emotions through music | Tuned focus: Experimenting with sounds (duration) |
| | Control the voice – nursery rhymes | Representing sounds pictorially | Identify changes in sounds (high/low) | Identify changes in sounds (fast/slow, loud/soft) | Responding to music | Representing sounds pictorially |
| **Year 2** | **Untuned percussion** | **Singing** | **Untuned percussion** | **Singing** | **Tuned percussion** | **Singing** |
| | Untuned focus: Experimenting with sounds 2 | Singing focus: Being together in music 2 | Untuned focus: Introducing rhythm and pulse 2 | Singing focus: Introducing pitch 2 | Tuned focus: Introducing tempo and dynamic 2 | Singing focus: Exploring emotions through music 2 |
| | Exploring ostinato | Control the voice – sing as a choir | Compose short patterns | Control and describe pitch | Control and describe tempo and dynamic | Choose sounds to create an effect |
| **Year 3** | **Singing** | **Untuned percussion** | **Singing** | **Keyboard** | **Keyboard** | **Range of instruments studied** |
| | Singing focus: Introducing texture | Untuned focus: Mastering rhythm | Singing focus: The history of singing | Tuned focus: Musical notation | Tuned focus: Composition | Performance focus: Introducing timbre |
| | Sing parts in an ensemble (e.g. rounds) | Recognise beats in a bar (time signatures/metre) | Singing for togetherness e.g. folk songs, war chants, hymns | Introduce the staff | Compose in pairs | Perform as an ensemble (range of instruments) |
| | **Untuned percussion** | **Singing** | **Keyboard** | **Singing** | **Keyboard** | **Range of instruments studied** |

| Year 4 | Untuned focus: Mastering rhythm 2 | Singing focus: Introducing texture 2 | Tuned focus: Musical notation 2 | Singing focus: The history of singing 2 | Performance focus: Composition 2 | Tuned focus: Introducing timbre 2 |
|---|---|---|---|---|---|---|
| | Follow beats in a bar (time signatures/metre) | Sing parts in an ensemble (harmony) | Revisit the staff | Singing for entertainment e.g. opera, theatrical, modernism | Perform including an element of composition | Identify and describe how sounds are combined |
| **Year 5** | **Singing (Young Voices Focus)** | **Singing (Young Voices Focus)** | **Untuned percussion** | **Keyboard** | **Range of instruments studied** | **Keyboard** |
| | Untuned focus: Musical stories | Singing focus: Introducing structure | Tuned focus: Musical notation 3 | Singing focus: Music technology | Performance focus: Composition 3 | Tuned focus: Improvisation |
| | One piece, different performers | Identify parts of a song | Follow musical notation | Alter pitch and dynamic to create effects | Perform including an element of composition | Improvise using repeated patterns |
| **Year 6** | **Singing (Young Voices Focus)** | **Singing (Young Voices Focus)** | **Untuned percussion** | **Keyboard** | **Keyboard** | **Range of instruments studied** |
| | Singing focus: Musical stories 2 | Untuned focus: Music technology 2 | Singing focus: Introducing structure 2 | Tuned focus: Musical notation 4 | Tuned focus: Composition 4 | Performance focus: Improvisation 2 |
| | Cultural and social - lyrics | Alter tempo and rhythm to create effects | Identify cyclic patterns inc. verse/chorus, coda | Create simple notation | Improvise using melodic phrases | Perform including an element of improvisation |