

EYFS, KEY STAGE 1			
	AUTUMN	SPRING	SUMMER
1	<p><b>Tempo &amp; Rhythm</b>                      To react to changes in tempo through dance and movement.                      To clap and drum a steady beat.                      To copy a simple rhythm.</p>	<p><b>Timbre, Texture &amp; Structure</b>                      To explore the different timbres of different instruments.                      To explore the effect of adding more instruments to a piece of music.                      To learn a song with an A B structure.</p>	<p><b>Pitch &amp; Dynamics</b>                      Listen and respond using movement to a range of high pitched and low-pitched music.                      To explore and respond to quiet and loud music.                      To sing songs using dynamics to vary the effect.</p>
2	<p><b>Tempo &amp; Rhythm</b>                      To use movement and dance to respond to tempo.                      To copy simple and more complex rhythms.</p>	<p><b>Timbre, Texture &amp; Structure</b>                      To recognise and play musical instruments with different timbres.                      To add texture to songs and pieces of music by adding musical instruments and clapping.                      To listen to and learn songs with a chorus.</p>	<p><b>Pitch &amp; Dynamics</b>                      Show recognition of whether music is high pitched or low pitched through movement and sign.                      To explore and respond to quiet and loud music through movement.                      To sing songs and make music using dynamics to vary the effect.</p>
3	<p><b>Tempo &amp; Rhythm</b>                      To move in time to a range of dance music.                      To relate rhythm to song and music.</p>	<p><b>Timbre, Texture &amp; Structure</b>                      To recognise a larger range of musical instruments with different timbres.                      To add texture to songs and pieces of music by adding musical instruments and clapping.                      To listen to and learn songs with a chorus or AB structure.</p>	<p><b>Pitch &amp; Dynamics</b>                      To listen to and make high pitched and low-pitched music.                      To make quiet and loud music.                      To make music using dynamics to vary the effect.</p>

KEY STAGE 2			
	AUTUMN	SPRING	SUMMER
1	<p><b>Tempo &amp; Rhythm</b>                      To react to changes in tempo                      To keep a steady beat                      To recognise that music can be created using anything to hand</p>	<p><b>Timbre, Texture &amp; Structure</b>                      To listen to and note the difference in musical sounds                      To listen to and explore a range of musical textures                      To listen to changes in musical structure and learn a simple song with A, B structure</p>	<p><b>Pitch &amp; Dynamics</b>                      To listen to and explore changes in pitch                      To explore variations in sound including quiet                      To develop the art of listening                      To introduce the concept of emotion linking to music</p>
2	<p><b>Tempo &amp; Rhythm</b>                      To react to changes in tempo                      To explore variations in tempo                      To explore a simple or complex rhythm                      To explore changes in rhythm</p>	<p><b>Timbre, Texture &amp; Structure</b>                      To listen to and explore the different timbres of different instruments                      To listen to and explore the differences between thin and thick sounds                      To physically feel and explore structural changes</p>	<p><b>Pitch &amp; Dynamics</b>                      To explore creating a rap                      To explore repetitions and rap                      To explore thematic dynamics</p>
3	<p><b>Tempo &amp; Rhythm</b>                      To encounter changing emotional states through changes in tempo                      To explore different states of tempo                      To feel the heartbeat as a rhythm                      To explore the nature of pulse</p>	<p><b>Timbre, Texture &amp; Structure</b>                      To hear the difference in timbre in different sounds                      To explore how differences in timbre may be made                      To listen to and explore layering of musical sound                      To listen to different structural songs                      To explore binary, ternary and rondo forms</p>	<p><b>Pitch &amp; Dynamics</b>                      To relate sounds to visual experiences                      To explore the nature of soft and loud</p>
4	<p><b>Tempo &amp; Rhythm</b>                      To listen to changes in tempo                      To participate in changing tempo                      To relate rhythm to movement and song</p>	<p><b>Timbre, Texture &amp; Structure</b>                      To compare and contrast the different timbres of different musical instruments                      To listen to and interpret a musical story                      To explore a three piece musical structure</p>	<p><b>Pitch &amp; Dynamics</b>                      To listen to and explore variations in pitch                      To listen to and explore extremes and gradations of sound</p>

KEY STAGE 3			
	AUTUMN	SPRING	SUMMER
1	<p><b>Tempo &amp; Rhythm</b></p> <ul style="list-style-type: none"> <li>To recognise stops and starts in music</li> <li>To explore specific moves, sounds and actions in time to music</li> <li>To explore and play different rhythmic patterns</li> <li>To use long and short symbols to create rhythmic patterns</li> </ul>	<p><b>Timbre, Texture &amp; Structure</b></p> <ul style="list-style-type: none"> <li>To explore how the same instrument can create differences in timbre</li> <li>To use repeated sounds to make a musical composition</li> <li>To listen to and copy sounds in nature</li> <li>To listen to and use musical loops</li> </ul>	<p><b>Pitch &amp; Dynamics</b></p> <ul style="list-style-type: none"> <li>To listen to and explore changes in pitch</li> <li>To listen to and experiment with playing soft and gentle music</li> </ul>
2	<p><b>Tempo &amp; Rhythm</b></p> <ul style="list-style-type: none"> <li>To explore differences in and relate movement to tempo</li> <li>To make choices between preferred tempos</li> <li>To explore different rhythms and time signatures in music</li> <li>To recognise when music is in 3 or 4 time</li> </ul>	<p><b>Timbre, Texture &amp; Structure</b></p> <ul style="list-style-type: none"> <li>To listen to live music and explore the instruments being played</li> <li>To explore different sounds made by different materials</li> <li>To layer and strip back sound</li> <li>To explore improvisation with peers</li> </ul>	<p><b>Pitch &amp; Dynamics</b></p> <ul style="list-style-type: none"> <li>To explore constant pitch</li> <li>To explore variations in pitch</li> <li>To explore dynamic listening and control</li> </ul>
3	<p><b>Tempo &amp; Rhythm</b></p> <ul style="list-style-type: none"> <li>To explore the meaning of contrasting tempos</li> <li>To explore creating simple rhythm tracks</li> <li>To explore the feel of rhythm</li> <li>To communicate through musical interactions</li> </ul>	<p><b>Timbre, Texture &amp; Structure</b></p> <ul style="list-style-type: none"> <li>To explore the relationship between event and sound</li> <li>To relate particular sounds to particular dramatic events</li> <li>To explore changes in sound surround and layering</li> <li>To explore music as a storytelling medium</li> </ul>	<p><b>Pitch &amp; Dynamics</b></p> <ul style="list-style-type: none"> <li>To explore changes in pitch</li> <li>To use changes in pitch to develop a composition</li> <li>To reflect and practise with sound dynamics</li> <li>To listen to and respond to changes in dynamics</li> </ul>

KEY STAGE 4 EXPRESSIVE ARTS (Art, Music, Dance) – ASDAN Transition Challenge			
	AUTUMN	SPRING	SUMMER
1	<p><b>Mask-Making</b></p> <p>To create masks from a variety of materials to be worn for Trick or treating at Halloween/at a masked ball</p> <p>To create a display using the masks and photographs to show the masks being worn on 31<sup>st</sup> October/ at a 'ball'</p>	<p><b>Spring</b></p> <p>To be exposed to a variety of different types of art media</p> <p>To find a range of different ways people have represented 'Spring'</p> <p>To create a piece of art work in a chosen medium around the theme of Spring</p>	<p><b>Musical Performance</b></p> <p>To take part in a musical performance</p> <p>To visit an arts venue to see a dance performance</p>
2	<p><b>Greetings Cards</b></p> <p>To make greetings cards from a variety of materials to sell to other pupils</p>	<p><b>Space</b></p> <p>To explore the different ways 'space' is represented in music, art and film</p> <p>To produce a piece of art work/piece of music that represents film</p>	<p><b>Silent Movies</b></p> <p>Make a short 'silent' film</p>