

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<p>ELG</p> <p>Sing a range of well-known nursery rhymes & songs</p> <p>Perform songs, rhymes, poems & stories with others, & - when appropriate - try to move in time with music</p>					
Reception	<p>Me</p> <p><u>Key Learning</u> Recognise and name some of the characters and stories in the songs.</p> <p>Enjoy listening to the music and respond through dancing or other movement</p> <p>Find the pulse in different ways and show this through actions</p> <p>Copy sounds they can hear to distinguish high-pitched sounds from low-pitched sounds</p> <p>Choose one of the songs and perform it with any actions you have created</p>	<p>My Stories</p> <p><u>Key Learning</u> Invent imaginary characters through movement or dancing</p> <p>Copy back a rhythm from the words of the song.</p> <p>Copy phrases from the songs to discuss high-pitched sounds from low-pitched sounds</p> <p>Play a pitched note or sound in time with the pulse.</p> <p>Choose one of the songs and perform it with any actions you have created.</p> <p><i>School Christmas Performance</i></p>	<p>Everyone</p> <p><u>Key Learning</u> Enjoy listening to the music and responding to different speeds through dancing or other movement.</p> <p>Learn to sing or rap the songs in unison with support.</p> <p>Copy back the rhythms of phrases in the song</p> <p>Play a 1-note pattern in time with the pulse</p> <p>Listen back to the performance.</p>	<p>Our World</p> <p><u>Key Learning</u> Enjoy listening to the music and responding through dancing or other movement.</p> <p>Find the pulse in different ways and show this through actions</p> <p>Copy back the rhythms of phrases in the song.</p> <p>Copy sounds they can hear to distinguish high-pitched sounds from low-pitched sounds.</p> <p>Play a 1-note pattern in time with the pulse.</p> <p>Choose one of the songs and perform it with any actions you have created.</p> <p>Listen back to the performance.</p>	<p>Big Bear Funk</p> <p><u>Key Learning</u> Enjoy listening and dancing to funk music.</p> <p>Find the pulse in different ways and show this through actions e.g. funky monkey, funky chicken or funky bear.</p> <p>Copy back the rhythm of words from the video.</p> <p>Clap the rhythm of words from the song.</p> <p>Play the pulse with a pitched note or untuned percussion instrument.</p> <p>Add one pitched sound to the rhythm of words and short phrases from the song.</p> <p>Enjoy playing and experimenting with 2-note or 3-note patterns.</p>	<p>Reflect, Rewind, Replay</p> <p>Assessment</p>

	Learn to sing the song in unison with support. Add actions or substitute a word in some sections.			Learn to sing the songs in unison with support. Add appropriate actions or substitute a word in some sections.		
Year 1	<p>My Musical Heartbeat</p> <p><u>Key Learning -</u> How to move in time to a steady beat</p> <p>To copy back simple long and short rhythms with clapping</p> <p>To describe their thoughts and feelings when listening to music including why they like or dislike the music</p> <p>To sing, rap or rhyme as part of a group/choir</p> <p>To follow a steady beat and stay in time when improvising</p> <p>To learn to treat instruments with care and respect</p>	<p>Dance, Sing, Play/Christmas Production</p> <p><u>Key Learning -</u> How to move in time to a steady beat</p> <p>To understand and demonstrate the different between pulse, pitch and rhythm.</p> <p>To copy back simple high and low patterns</p> <p>Begin to demonstrate good singing posture, standing up with straight, with relaxed shoulders</p> <p>To explore and begin create personal musical ideas using the given notes for the unit</p> <p>To understand that improvisation is about</p>	<p>Exploring Sounds</p> <p><u>Key Learning</u> To talk about any instruments they might hear and perhaps identify them</p> <p>To understand the meaning of a song</p> <p>To add actions and/or movement to a song</p> <p>To play a part on a tuned instrument by ear.</p> <p>To explore sounds and create their own melodies</p> <p>Begin to understand different styles of music</p>	<p>Learning to Listen</p> <p><u>Key Learning</u> To understand and demonstrate the difference between pulse, rhythm and pitch</p> <p>To talk about any other music they have heard that is similar.</p> <p>To identify loud and quiet sounds as an introduction to understanding dynamics</p> <p>Try to understand the meaning of the song</p> <p>To play together with everybody while keeping in time with a steady beat.</p> <p>To perform their simple composition/s using two, three, four or five notes.</p>	<p>Having Fun with Improvisation</p> <p><u>Key Learning</u> To identify a fast or slow tempo.</p> <p>To identify loud and quiet sounds as an introduction to understanding dynamics</p> <p>Begin to understand where the music fits in the world</p> <p>To perform short, repeating rhythm patterns (ostinati or riffs) while keeping in time with a steady beat.</p> <p>To rehearse and perform their parts within the context of the unit song.</p>	<p>Let's Perform Together</p> <p><u>Key Learning</u> To sing unit songs from memory</p> <p>Try to follow the leader or conductor.</p> <p>To improvise simple vocal patterns using question-and-answer phrases.</p> <p>To talk about the performance afterwards; saying what they enjoyed and what they think could have been better.</p>

	<p>Begin to understand that composing is like writing a story</p>	<p>making up your own very simple tunes on the spot</p> <p>To rehearse a song and then perform it to an audience explaining why the song was chosen</p>				
Year 2	<p>Pulse, Rhythm and Pitch</p> <p>Key Learning To move in time and keep a steady beat together</p> <p>To create their own rhythmic and melodic patterns</p> <p>To invent different actions to move in time with the music.</p> <p>To describe their thoughts and feelings when hearing the music. (like/dislike)</p> <p>To demonstrate good singing posture.</p> <p>To play a part on a tuned or untuned instrument by ear</p>	<p>Playing in an Orchestra/Choir as Play</p> <p>Key Learning To rehearse a song and then perform it to an audience, explaining why the song was chosen.</p> <p>To add actions to the song.</p> <p>To perform the song from memory</p> <p>To follow the leader or conductor</p> <p>To talk about the performance afterwards, saying what they enjoyed and what they think could have been better</p> <p>To sing to try to communicate the meaning of the words.</p>	<p>Inventing a Musical Story</p> <p>Key Learning Begin to understand that the speed of the beat can change, creating a faster or slower pace (tempo)</p> <p>To play copy-back rhythms, copying a leader, and invent rhythms for others to copy</p> <p>To identify a fast or slow tempo.</p> <p>To identify loud and quiet sounds as an introduction to understanding dynamics.</p> <p>To listen for being 'in time' or 'out of time'</p>	<p>Recognising Different Sounds</p> <p>Key Learning To recognise long and short sounds, matching them to syllables and movements.</p> <p>Begin to understand the concept of there being different styles of music.</p> <p>To discuss the style of the music.</p> <p>To create a story, choosing and playing classroom instruments</p> <p>To create and perform their own rhythm patterns with stick notation, including crotchets, quavers and minims.</p>	<p>Exploring Improvisation</p> <p>Key Learning To mark the beat of a listening piece (eg Boléro by Ravel) by tapping or clapping and recognising tempo, as well as changes in tempo. To walk in time to the beat of a piece of music.</p> <p>To describe differences in tempo and dynamics with more confidence.</p> <p>Continue to understand that composing is like writing a story with music</p> <p>To understand that improvisation is about making up your own very simple tunes on the spot.</p> <p>To perform short, repeating rhythm patterns</p>	<p>Our Big Concert</p> <p>Key Learning Continue to copy back simple rhythmic patterns using long and short. Continue to copy back simple melodic patterns using high and low. To sing short phrases independently.</p> <p>To discuss together what the song or piece of music might be about. To talk about any other music they have heard that is similar.</p> <p>To invent different actions to move in time with the music.</p> <p>To move, dance and respond with their bodies in any way they can.</p> <p>To talk about the performance afterwards,</p>

	<p>(either Part 1 or Part 2)</p> <p>Begin to create personal musical ideas using the given notes.</p> <p>To perform their simple composition/s using two, three, four or five notes.</p> <p>To start and end their tune/s on note one.</p>	<p>To sing as part of a choir and solo.</p> <p>To sing with more pitching accuracy.</p>	<p>To play together with everybody while keeping in time with a steady beat.</p> <p>To use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces.</p>	<p>To recognise some band and orchestral instruments.</p>	<p>(ostinati or riffs) while keeping in time with a steady beat.</p>	<p>saying what they enjoyed and what they think could have been better.</p>
Year 3	<p>Writing Music Down</p> <p>Key Learning To recognise and move in time with the beat.</p> <p>To identify if a song is major or minor.</p> <p>To share their thoughts and feelings about the music together.</p> <p>The beginnings of formal notation, linking sounds to symbols and that music has its own language. Start</p>	<p>Playing in a Band</p> <p>Key Learning To play and sing in the time signatures of 2/4, 3/4 and 4/4.</p> <p>To sing as part of a choir and in unison</p> <p>To demonstrate good singing posture.</p> <p>To invent different actions and move in time with the music.</p> <p>To play a part on a tuned instrument, by ear or from notation. To play the instrumental part</p>	<p>Composing Using Your Imagination</p> <p>Key Learning To successfully create a melody in keeping with the style of the backing track. This could be to:</p> <ul style="list-style-type: none"> • Compose over a simple chord progression. • Compose over a simple groove. • Compose over a drone. <p>To include a home note to provide a sense of an ending; coming home.</p> <p>To start to use simple structures within compositions, eg</p>	<p>More Music a Styles</p> <p>Key Learning To talk about what the song or piece of music means and the style</p> <p>To think about and discuss why the song or piece of music was written and what it might mean.</p> <p>To talk about where the music fits into the world.</p> <p>To sing more expressively, with attention to breathing and phrasing.</p>	<p>Enjoying Improvisation</p> <p>Key Learning To play together with everybody while keeping the beat.</p> <p>To become more skilled in improvising; perhaps trying more notes and rhythms, Including rests or silent beats.</p> <p>To think about creating music with 'phrases' made up of notes, rather than just lots of notes played one after the other.</p>	<p>Opening Night</p> <p>Key Learning To plan, rehearse and perform a song to an audience that has been learned in the lesson, from memory or with notation, with confidence.</p> <p>To reflect on feelings about sharing and performing, eg excitement, nerves, enjoyment, etc.</p> <p>To introduce the performance with an understanding of what the song is about and to</p>

	<p>learning about basic music theory: . Staves . Lines and spaces . Clefs . Crotchets . Minims . Paired quavers Introduce and understand the differences between crotchets and paired quavers.</p> <p>To play the right notes with secure rhythms.</p> <p>To follow a steady beat and stay 'in time' when improvising</p> <p>To give the melody a shape.</p> <p>Begin to recognise (by ear and from notation): minims, crotchets, quavers and their rests.</p> <p>To identify the names of some pitched notes on a staff.</p>	<p>they are comfortable with and swap when appropriate</p> <p>To include any actions, instrumental parts/improvisatory ideas/composed passages within the rehearsal and in the performance</p> <p>To identify and describe their feelings when hearing the music, including why they like or don't like the music.</p> <p>To follow the leader or conductor.</p> <p>To treat instruments carefully and with respect.</p>	<p>introduction, verse, chorus or AB form</p> <p>To use simple dynamics. To create a tempo instruction</p> <p>To play their instruments with good posture and technique.</p> <p>To compose song accompaniments on tuned and untuned percussion, using known rhythms and note values.</p> <p>To perform their simple composition/s using their own choice of notes.</p>	<p>To sing a widening range of unison songs, of varying styles and structures.</p> <p>To recognise long and short sounds and match them to syllables and movements.</p> <p>To use appropriate musical language to describe and discuss the music. Start to use musical concepts and elements with more confidence when talking about the music.</p> <p>To recognise that some instruments are band instruments and some are orchestral instruments, identifying specific instruments if they can.</p> <p>To discuss together what the song or piece of music might be about.</p>	<p>To copy back and improvise with rhythmic patterns using minims, crotchets, quavers and their rests.</p> <p>Begin to recognise (by ear and from notation): minims, crotchets, quavers and their rests.</p> <p>To use simple rhythmic combinations of minims, crotchets and paired quavers with their corresponding rests to create rhythm patterns.</p> <p>To play their instruments with good posture and technique.</p>	<p>comment on any other relevant connections.</p> <p>To explain why the song was chosen.</p> <p>To compose a 'stand-alone' piece of music which includes: . A time signature . A treble clef . Four or six bars . The right notes for the scale and key signature . Rhythmic combinations of minims, crotchets and paired quavers, with their corresponding rests . Expression/dynamics . A melody that starts and ends on note one.</p>
Year 4	Mamma Mia Key Learning	Glockenspiel Stage 2 Key Learning	Stop! Key Learning	Lean on Me Key Learning	Blackbird Key Learning	Reflect, Rewind and Replay Assessment/Recap

	<p>To confidently identify and move to the pulse.</p> <p>Talk about the music and how it makes them feel.</p> <p>To talk about the musical dimensions working together</p> <p>To demonstrate a good singing posture.</p> <p>To treat instruments carefully and with respect.</p> <p>Play any one, or all four, differentiated parts on a tuned instrument - a one-note, simple or medium part or the melody of the song from memory or using notation.</p> <p>To know that improvisation is making up your own tunes on the spot</p> <p>Help create at least one simple melody</p>	<p>To follow a leader when singing.</p> <p>To rehearse and perform their part within the context of the Unit song</p> <p>To know that if you improvise using the notes you are given, you cannot make a mistake</p> <p>Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</p>	<p>To communicate the meaning of the words and clearly articulate them.</p> <p>To talk about the best place to be when performing and how to stand or sit.</p> <p>To sing in unison and in simple two-parts.</p> <p>To rejoin the song if lost.</p> <p>To listen to the group when singing.</p> <p>Plan and create a section of music that can be performed within the context of the unit song.</p>	<p>Talk about the music and how it makes them feel.</p> <p>To talk about the musical dimensions working together</p> <p>Play any one, or all four, differentiated parts on a tuned instrument - a one-note, simple or medium part or the melody of the song from memory or using notation.</p> <p>To know that improvisation is making up your own tunes on the spot</p> <p>Help create at least one simple melody using one, three or all five different notes.</p> <p>Present a musical performance designed to capture the audience.</p>	<p>To enjoy exploring singing solo.</p> <p>To communicate the meaning of the words and clearly articulate them.</p> <p>To sing in unison and in simple two-parts.</p> <p>To listen to the group when singing.</p> <p>Plan and create a section of music that can be performed within the context of the unit song.</p> <p>Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.</p> <p>To rehearse and perform their part within the context of the Unit song</p>	
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	<p>using one, three or all five different notes.</p> <p>Present a musical performance designed to capture the audience.</p>					
Year 5	<p>Living on a Prayer</p> <p><u>Key Learning</u> To identify and move to the pulse with ease.</p> <p>To think about the message of songs and discuss how they make you feel</p> <p>Play a musical instrument with the correct technique within the context of the Unit song.</p> <p>To demonstrate a good singing posture.</p> <p>To follow a leader when singing.</p> <p>To know and explain the importance of warming up your voice</p>	<p>Classroom Jazz 1</p> <p><u>Key Learning</u> To know and be able to talk about:</p> <ul style="list-style-type: none"> • Different ways of writing music down - e.g. staff notation, symbols • The notes C, D, E, F, G, A, B + C on the treble stave • The instruments they might play or be played in a band or orchestra or by their friends <p>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p>	<p>Make you Feel my Love</p> <p><u>Key Learning</u> To talk about the musical dimensions working together in the Unit songs (texture, dynamics, tempo, rhythm and pitch)</p> <p>To sing with awareness of being 'in tune'</p> <p>To know what the song is about and the meaning of the lyrics</p> <p>To know that using one or two notes confidently is better than using five</p> <p>To know that if you improvise using the notes you are given, you cannot make a mistake</p>	<p>The Fresh Prince of Bel-Air</p> <p><u>Key Learning</u> Identify the main sections of the songs (intro, verse, chorus etc.)</p> <p>To name some of the instruments they heard in the songs</p> <p>To experience rapping and solo singing.</p> <p>To listen to each other and be aware of how you fit into the group.</p> <p>Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song.</p>	<p>Dancing in the Street</p> <p><u>Key Learning</u> To know five songs from memory, who sang or wrote them, when they were written and, if possible, why?</p> <p>To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences.</p> <p>To rehearse and perform their part within the context of the Unit song.</p> <p>Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.</p>	<p>Summer Production</p> <p><u>Key Learning</u> To sing in unison and to sing backing vocals</p> <p>To choose what to perform and create a programme.</p> <p>To communicate the meaning of the words and clearly articulate them.</p> <p>To talk about the venue and how to use it to best effect.</p> <p>To record the performance and compare it to a previous performance.</p> <p>To discuss and talk musically about it</p>

	To know that improvisation is making up your own tunes on the spot				Explain the keynote or home note and the structure of the melody	
Year 6	<p>Happy</p> <p><u>Key Learning</u> To sing in unison and to sing backing vocals.</p> <p>To demonstrate a good singing posture.</p> <p>Play a musical instrument with the correct technique within the context of the Unit song.</p> <p>To know that improvisation is making up your own tunes on the spot</p> <p>To know that using one, two or three notes confidently is better than using five</p> <p>To create simple melodies using up to five different notes and simple rhythms that work musically</p>	<p>Classroom Jazz</p> <p><u>Key Learning</u> Name some of the instruments used in the songs</p> <p>To know the historical context of the songs. What else was going on at this time, musically and historically?</p> <p>To know the notes C, D, E, F, G, A, B + C on the treble stave</p> <p>To know the instruments they might play or be played in a band or orchestra or by their friends</p>	<p>A New Year Carol/ Young Voices</p> <p><u>Key Learning</u> To experience rapping and solo singing.</p> <p>To listen to each other and be aware of how you fit into the group.</p> <p>To sing with awareness of being 'in tune'.</p> <p>To listen to and follow musical instructions from a leader</p> <p>To know and explain the importance of warming up your voice</p>	<p>You've got a friend</p> <p><u>Key Learning</u> To use musical words when talking about the songs.</p> <p>To talk about the musical dimensions working together in the Unit songs (texture, dynamics, tempo, rhythm, pitch and timbre)</p> <p>Explain the keynote or home note and the structure of the melody.</p> <p>Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song</p>	<p>Music and Me</p> <p><u>Key Learning</u> To identify move and keep to the pulse with ease.</p> <p>To think about the message of songs.</p> <p>To know five songs from memory, who sang or wrote them, when they were written and why?</p> <p>To know the style of the songs and to name other songs from the Units in those styles.</p> <p>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation)</p>	<p>Summer Production</p> <p><u>Key Learning</u> To choose what to perform and create a programme.</p> <p>To communicate the meaning of the words and clearly articulate them.</p> <p>To talk about the venue and how to use it to best effect.</p> <p>To record the performance and compare it to a previous performance.</p> <p>To discuss and talk musically about the performance</p> <p>To listen to each other and be aware of how you fit into the group.</p>

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