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| Long Term Individual Subject Curriculum Plan 2024 | | | | | | |
| Subject: Music  **The national curriculum for music aims to ensure that all pupils:**  ♣ 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.  **KS1 NATIONAL CURRICULUM**  ♣ 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.  **KS 2 NATIONAL CURRICULUM**  ♣ 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.  **How Music Fits Into Our Vision** At Banks St Stephen’s C of E Primary School, music is an integral part of our curriculum. It reflects our values of *Belonging*, *Serving*, and *Succeeding* while inspiring creativity, confidence and community spirit.  **Belonging**  Music builds connections to our rich heritage and wider community. Through partnerships with Banks Brass Band and performance opportunities, pupils develop pride in local traditions and foster a sense of unity.   * Group singing, composing, and instrumental lessons promote teamwork and shared goals. * Exploring music from diverse cultures encourages inclusivity and mutual respect. * Active listening and group performances nurture collaboration and creativity.   **Serving**  Music empowers pupils to contribute positively to their community:   * Pupils perform in care homes, churches, and local events, bringing joy to others. * Ensemble work teaches teamwork, responsibility, and purpose. * Understanding musical heritage helps preserve traditions for future generations.   **Succeeding**  We are committed to high standards and providing opportunities for all pupils to excel in music:   * Every child learns to play an instrument and participates in performances. * Developing vocal, instrumental, and compositional skills fosters confidence and personal growth. * Exposure to high-quality music deepens cultural understanding and inspires excellence.   **British Values Through Music**   * *Democracy*: Pupils make group decisions in musical choices and performances. * *Rule of Law*: Ensemble work teaches the importance of following rules and respecting roles. * *Individual Liberty*: Music promotes creativity, self-expression, and choice. * *Mutual Respect & Tolerance*: Exploring music from different cultures fosters understanding and respect for diversity. | | | | | | |
|  | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Y6** | **Genre: Pop/Neo Soul**  **Happy**  **Links To Other Units:**  Dancin’ In The Street (Y5) | **Genre: Blues Classroom Jazz 2**  **Links To Other Units:**  Classroom Jazz 1 (Y5) | **Genre: Classical/**  **Urban Gospel**  **A New Year Carol**  **Links To Other Units:**  Lean On Me - Year 4  In The Groove - Bhangra - Year 1 | **Genre: Ballad/Pop**  **You’ve Got A Friend**  Make You Feel My Love - Adele - Year 5 | **Genre: Contemporary, music and identity**  **Music & Me** | **Genre: Classical**  **Reflect, Rewind, Replay** |
| Knowledge  (to be revised and added to with each unit) | **Main Focus:**  **Sing**   * Know and confidently sing songs from memory with a strong internal pulse. * Know the style of the songs and discuss musical characteristics * Know how pulse, rhythm, pitch, tempo, dynamics, texture and structure work  together to create a song or music * Identify the structure of the songs * Name some of the instruments used in the songs * Know how to keep the internal pulse * Know the importance of warming up the voice * Know how to create an effective performance. * Recognise Call and Response form * Know what ostinato is (repeated melody lines). | **Main Focus:**  **Improvise**  **Compose**  **Perform**   * Know the interrelated dimensions of music: * Know the historical context of the song * Know and talk about improvisation (make up their own tune – not written down). * Know that if you improvise, you cannot make a mistake. * Know what a composition is * A composition has pulse, rhythm and pitch that work together and are  shaped by tempo, dynamics, texture and structure * Know about well-known improvising musicians. * Performing is sharing music with an audience with belief * A performance can be to one person or  to each other or to an unknown audience * Everything must be planned and learned * You must sing or and play with confidence * A performance involves communicating ideas, thoughts and feelings  about the song/music | **Main Focus:**  **Perform**  **Evaluate**   * Know the style of the songs and discuss musical characteristics * Know the historical context of the song * Know different ways of writing music down – make the link between sound and symbol * Know that a composition is when music is written down for somebody else to perform. * A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure * Know the style of the songs and discuss musical characteristics * Know how pulse, rhythm, pitch, tempo, dynamics, texture and structure work  together to create a song or music | **Main Focus:**  **Sing**  **Compose**   * Know what a coda section is in a song. * Know the style of the songs and discuss musical characteristics * Know and confidently sing songs from memory with a strong internal pulse. * Know how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music * Know the importance of warming up the voice * Know how to create an effective performance. * Know what a composition is * Know different ways of writing music down – make the link between sound and symbol | **Main Focus:**  **Listen & Appraise**  **Compose**  **Perform**   * Know the style of the songs and discuss musical characteristics * Identify the structure of the songs * Know how to create an effective performance. * Know what a composition is * Know different ways of writing music down – make the link between sound and symbol * A composition has pulse, rhythm and pitch that work together and are  shaped by tempo, dynamics, texture and structure * Everything must be planned and learned * A performance involves communicating ideas, thoughts and feelings  about the song/music * Explore the concept of ‘identify’ – the various elements that shape us. * Explore the work of some of the most influential women in music over the last 100 years * Experiment with different ways of creating their own music * Discover that music offers a perfect way of exploring and expressing our identity, giving us confidence, power and purpose. | **Main Focus:**  **Revision**   * Know the style of the songs and discuss musical characteristics * Know how to create an effective performance. |
| Key Vocab | style indicators, melody, compose, improvise, cover, pulse, rhythm, texture, structure, dimensions of music, neo soul, producer, groove, Motown, hook, riﬀ, solo | Blues, Jazz, improvisation, by ear, melody, improvise, pulse, rhythm, dynamics, structure, dimensions of music, hook, riﬀ, solo | Melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, timbre, structure, ostinato, phrases, unison, urban gospel | Melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, hook, riﬀ, solo, civil rights, gender equality, unison, harmony | Gender, racism, rap, lyrics, turntablist, DJing, producer, Electronic and Acoustic music. | Revise vocabulary |
| Y6 Skills | **Listen and Appraise** | **Singing** | **Playing** | **Improvise**  **And Compose** | **Performing** | **Evaluate** |
| * To describe, compare and evaluate different types of music using a range of musical vocabulary including the inter-related dimensions of music\*. * To listen to, internalise and recall sounds and patterns of sounds with accuracy and confidence. * To identify and explore the relationship between sounds and how music can reflect different meanings. | To sing in solo, unison and in parts with clear diction, controlled pitch and with sense of phrase. | * To play and perform with accuracy, fluency, control and expression * Perform rhythmic patterns and ostinati (repeated melody lines). | * To create and improvise melodic and rhythmic phrases as part of a group performance and compose by developing ideas within a range of given musical structures. * To use and apply a range of musical notations including staff notation, to plan, revise and refine musical material. | * To think about the audience when performing and how to create a specific effect. * Present performances effectively with awareness of audience, venue and occasion. | * To evaluate the success of own and others work, suggesting specific improvements based on intended outcomes and comment on how this could be achieved. * To develop an understanding of the history of music from different, cultures, traditions, composers and musicians evaluating how venue, occasion and purpose effects the way that music is created and performed. * Start to understand how dimensions of music can create an effect. |
| **Y5** | **Genre: Rock**  **Livin’ On A Prayer**  **Links To Other Units:**  I Wanna Play In A Band - (Y2)  Blackbird (Y4)  Mama Mia (Y4) | **Genre: Jazz**  **Classroom Jazz 1**  **Links To Other Units:**  Classroom Jazz 2 (Y6) | **Genre: Pop Ballad**  **Make You Feel My Love** | **Genre: Hip Hop**  **The Fresh Prince Of Bel-Air** | **Heroes Of Troy (BBC Radio Programme)** | **Genre: Classical**  **Reﬂect, Rewind & Replay** |
| Knowledge  (to be revised and added to with each unit) | **Main Focus:**  **Listen & Appraise**  **Sing**   * Know songs from memory, who sang or wrote them, when they were written and, if possible, why? * Know the style indicators of songs and to name other songs in those styles. * Know the historical context of the songs. * How to keep the internal pulse * Know the style of the songs and discuss musical characteristics (lyrics, inter-related dimensions of music) * Know pulse, rhythm, pitch, tempo, dynamics, texture, timbre and structure work  together and how they connect in a song | **Main Focus:**  **Improvise**  **Play**   * To know and be able to talk about: * 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 * To know and be able to talk about improvisation: * To know that if you improvise using the notes you are given, you  cannot make a mistake * To know well-known improvising musicians * Know the style of the songs and discuss musical characteristics | **Main Focus:**  **Sing**  **Compose**   * Know and confidently sing songs and their parts from memory,  and how to sing them with a strong internal pulse. * To choose a song and be able to talk about its main features * To know and be able to talk about: * A composition: music that is created by you and kept in some way * Notation: recognise the connection between sound and symbol * Know the style of the songs and discuss musical characteristics **(tempo, pitch timbre)** * To know and be able to talk about: the notes C, D, E, F, G, A, B + C on the treble stave | **Main Focus:**  **Perform**  **Evaluate**   * Know about the instruments they might play or be played in a band or orchestra or  by their friends * Know the style of the songs and discuss musical characteristics * To choose a song and be able to talk about its main features * Know and confidently sing songs and their parts from memory,  and how to sing them with a strong internal pulse. * 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 | **Main Focus:**  **Sing**   * To know and explain the importance of warming up your voice * Know what the song is about and the meaning of the lyrics * Know the style of the songs and discuss musical characteristics | **Main Focus:**  **Revision**   * Know and be able to talk about giving an effective  performance. * Everything that will be performed must be planned and learned * Know the style of the songs and discuss musical characteristics |
| Key Vocab | Rock, structure, pulse, rhythm, bridge, structure, backbeat, ampliﬁer, chorus, bridge, riﬀ, hook | Appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, improvise, pulse, rhythm, texture dynamics, riﬀ, hook, solo | Ballad, verse, chorus, interlude, tag ending, strings, piano, guitar, bass, drums, melody, compose, improvise, cover, pulse, pitch, tempo, timbre, structure | Soul, groove, riﬀ, bass line, backbeat, brass section, harmony, hook, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure | Structure, pulse, rhythm, tempo, texture, dynamics, chorus, verse, bridge, hook, tune/head, pitch, solo, round, part, timbre, melody, harmony, style, genre |  |
| Y5 Skills | **Listen and Appraise** | **Singing** | **Playing** | **Improvise**  **And Compose** | **Performing** | **Evaluate** |
| * To describe, compare and evaluate different types of music beginning to use musical words. To listen to and recall a range of sounds and patterns of sounds confidently. * To begin to identify the relationship between sounds and how music can reflect different meanings. | To sing in unison and in parts with clear diction, controlled pitch and sense of phrase. | * To play and perform parts in a range of solo and ensemble contexts with increasing accuracy and expression. * To describe, compare and evaluate different types of music beginning to use musical words. * To listen to and recall a range of sounds and patterns of sounds confidently. | * To create increasingly complicated rhythmic and melodic phrases within given structures. * To recognise and use a range of musical notations including staff notation. * Present performances effectively with awareness of audience, venue and occasion. * To listen to a range of high quality, live and recorded music from different traditions, composers and musicians and begin to discuss their differences and how music may have changed over time. | * To maintain my own part and be aware how the different parts fit together * To think about the audience when performing and how to create a specific effect. | * To comment on the success of own and others work, suggesting improvements based on intended outcomes. * To listen to a range of high quality, live and recorded music from different traditions, composers and musicians and begin to discuss their differences and how music may have changed over time. |
| **Y4** | **Genre: Pop**  **Mamma Mia**  **Links To Other Units:**  Other units that relate to the 80s  Livin' On A Prayer (Y5) | **Genre: Mixed Styles**  **Glockenspiel Stage 2**  **Links To Other Units:**  Using scores / notation in all units.  Glockenspiel Stage 1 (Y3) | **Genre: Grime**  **Stop!**  **Links To Other Units:**  The Fresh Prince Of Bel-Air (Y6) | **Genre: Gospel**  **Lean On Me**  **Links To Other Units:**  A New Year Carol - Gospel version - (Y6) | **Genre: Pop**  **Blackbird**  **Links To Other Units:**  Lean On Me (Y4) | **Genre: Classical**  **Reflect, Rewind & Replay** |
| Knowledge  (to be revised and added to with each unit) | **Main Focus:**  **Listen & Appraise &**  **Sing**   * To know songs from memory and who sang them or wrote them. * Songs can make you feel different things e.g. happy, energetic or sad * Know how to find a pulse – the heartbeat of the music * Know musical dimensions featured in the song and where they are used * Identify the main sections of the song (introduction, verse, chorus, bridge etc.)  and know the difference between them. * Know the difference between pulse and rhythm * Name some of the instruments they heard in the song * Know other instruments they might play or be played in a band or orchestra  or by their friends * To know the style of the songs. * To know why you must warm up your voice * To choose one song and be able to talk about: some of the style indicators of that song * Know about a great composer (ABBA) | **Main Focus:**  **Play**   * To know and be able to talk about the instruments used in class (a glockenspiel, recorder or xylophone) * Know other instruments they might play or be played in a band or orchestra  or by their friends * Know and be able to talk about: how pulse, rhythm and pitch work together * How to keep the internal pulse * Know musical dimensions featured in the song and where they are used * Know that notes can have a different time value (duration – quaver, crochets, minims, semibreves, rests) * Know what the instruments in the stringed section of an orchestra are. * Know about a famous composer (Pachelbel – Canon in D & Purcell – Rigadoon). Know where their music is placed in history (Baroque) | **Main Focus:**  **Compose**  **Perform**   * Songs can make you feel different things e.g. happy, energetic or sad * Singing as part of an ensemble or large group is fun, but that you must  listen to each other * To know why you must warm up your voice * Know musical dimensions featured in the song and where they are used * To know and be able to talk about performing as sharing music with other people, an audience * A performance can be to one person or  to each other * Know that a performance must be planned. * To know and be able to talk about a composition: music that is created by you and kept in some way. * To know the style of the songs. * Know where their music is placed in history (grime) * Know that a performance must be planned. * It involves communicating feelings, thoughts and ideas about the  song/music | **Main Focus:**  **Sing**  **Improvise**   * To know and be able to talk about singing in a group can be called a choir * Leader or conductor is a person who the choir or group follow * Know musical dimensions featured in the song and where they are used * Texture: How a solo singer makes a thinner texture than a large group * To know and be able to talk about improvisation: * To know that if you improvise using the notes you are given, you cannot make a mistake * To know songs from memory and who sang them or wrote them. * Songs can make you feel different things e.g. happy, energetic or sad * Know how to find a pulse – the heartbeat of the music * Identify the main sections of the song (introduction, verse, chorus, bridge etc.) and know the difference between them. * Know the difference between pulse and rhythm * Name some of the instruments they heard in the song * Know other instruments they might play or be played in a band or orchestra or by their friends * To know the style of the songs. * To know why you must warm up your voice * To choose one song and be able to talk about: some of the style indicators of that song * Know what musical phrasing is and how this can improve our singing. | **Main Focus:**  **Sing**  **Compose**  **Evaluate**   * Know musical dimensions featured in the song and where they are used  **(introduce timbre)** * To know the style of the songs. * To choose one song and be able to talk about: some of the style indicators of that song * To know and be able to talk about a composition: music that is created by you and kept in some way. * Know different ways of recording compositions (letter names, symbols,  audio etc.) * Learn about a great composer (Saints -Saens Carnival of the Animals, The Beatles) | **Main Focus:**  **Revision**   * To know and be able to talk about performing as sharing music with other people, an audience * A performance can be to one person or  to each other * Know that a performance must be planned. * It involves communicating feelings, thoughts and ideas about the  song/music |
| Key Vocab | Keyboard, electric guitar, bass, drums.improvise, compose, melody, pulse, rhythm, pitch, tempo, hook, riﬀ, melody, solo, pentatonic scale, unison | Rhythm patterns, compose, melody, pulse, rhythm, pitch, structure, | Musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesisers, drums, unison, pulse, rhythm, dynamics, structure, compose, improvise, hook, riﬀ, melody, solo | Unison, by ear, notation, improvise, melody, rhythm, pulse, composition, backing vocal, piano, bass, drums, organ, , rhythm, texture structure, compose, improvise, hook, riﬀ, melody, solo | Acoustic guitar, percussion, birdsong, civil rights, racism, equality, pentatonic scale, unison, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riﬀ, melody, solo |  |
| Y4 Skills | **Listen and Appraise** | **Singing** | **Playing** | **Improvise**  **And Compose** | **Performing** | **Evaluate** |
| * To recognise and explore the ways sounds can be combined and used expressively and comment on this effect. * To listen to and recall patterns of sounds with increasing accuracy. * To understand how different musical elements are combined and used expressively. | * To sing in unison maintaining the correct pitch and using increasing expression. * Sing in two part harmonies of increasing complexity. | To play and perform parts with an increasing number of notes, beginning to show musical expression by changing dynamics. | * To create rhythmical and simple melodic patterns using an increased number of notes. * To join layers of sound, thinking about musical dynamics of each layer and understanding the effect. * To understand and begin to use established and invented musical notations to represent music. | * To maintain own part and be aware how the different parts fit together | * To comment on the effectiveness of the work, identifying and making improvements based on its intended outcome. * To listen to, understand a wide range of high quality live and recorded music drawn from different traditions, great composers and musicians. |
| **Y3** | **Genre: R & B**  **Let Your Spirit Fly** | **Glockenspiel Stage 1**  **Links To Other Units:** Glockenspiel Stage 2 (Y4) | **Genre: Reggae**  **Three Little Birds**  **Links To Other Units:**  Zootime (Y2) | **Genre: Pop Narrative**  **The Dragon Song**  **Links To Other Units:**  Your Imagination (Y1) | **Genre: Disco**  **Bringing Us Together**  **Links To Other Units:**  Friendship Song (Y2), Stop! (Y4)  You've Got A Friend (Y6)  I'll Be There (Y6) | **Genre: Classical**  **Reflect, Rewind and Replay** |
| Knowledge  (to be revised and added to with each unit) | **Main Focus:**  **Listen & Appraise**  **Sing**   * To know songs from memory and who sang or wrote them. * To know the style of songs. * To choose one song and be able to talk about it (lyrics, meaning, structure, instruments): * Know about dimensions of music **(introduce texture)** * Know how to find and demonstrate the pulse. * Know the difference between pulse and rhythm. * K​now how pulse, rhythm and pitch work together to create a song. * Singing in a group can be called a choir * Leader or conductor: A person who the choir or group follow | **Main Focus:**  **Play**  **Improvise**   * Know about dimensions of music * To know and be able to talk about the instruments used in class (a glockenspiel, a recorder) * To know and be able to talk about improvisation: * To know that if you improvise using the notes you are given, you  cannot make a mistake * Know that notes are arranged on a stave so we know what their pitch is. * Know that notes can have a different time value (duration – crochets, minims, semibreves) * Know about a great composer – Beethoven (fifth symphony) | **Main Focus:**  **Improvise**  **Perform**   * Songs can make you feel different things e.g. happy, energetic or sad * You must  listen to each other when singing as part of an ensemble * To know why you must warm up your voice * Know about dimensions of music * Know that performing is sharing music with other people, an audience * Know about a great composer – Bob Marley | **Main Focus:**  **Sing**  **Compose**   * Know about dimensions of music * To know and be able to talk about a composition -music that is created by you and kept in some way. It can be played or performed again * Different ways of recording compositions (letter names, symbols,  audio etc.) | **Main Focus:**  **Compose**  **Perform**  **Evaluate**   * Know about dimensions of music * To know and be able to talk about a composition | **Main Focus:**  **Revision**   * Performing is sharing music with other people, an audience * A performance must be planned and played with confidence. * Performances are planned for different occasions and communicates feelings, thoughts and idea. |
| Key Vocab | Structure, introduction, verse, chorus, pulse, rhythm, pitch, bass, drums, guitar, keyboard, synthesizer, hook, melody | Improvise, compose, pulse, rhythm, dynamics, texture, structure, melody | Introduction, verse, chorus, bass, drums, electric guitar, keyboard, organ, backing vocal, pulse, rhythm, dynamics, structure, compose, improvise, hook, riff, melody, reggae | Keyboard, drums, bass, pentatonic scale, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, melody | Keyboard, drums, bass, imagination, improvise, compose, disco, pentatonic scale, pulse, rhythm, pitch, tempo, dynamics, texture, structure, hook, riff, melody |  |
| Y3 Skills | **Listen and Appraise** | **Singing** | **Playing** | **Improvise**  **And Compose** | **Performing** | **Evaluate** |
| * To explore and comment on the ways sounds can be used expressively. * To listen with attention and begin to recall sounds. * To begin to understand how different musical elements are combined and used to create an effect. | * To sing in unison, becoming aware of pitch. * Sing a simple harmony part becoming aware of pitch. | To perform simple rhythmic and musical parts, beginning to vary the pitch with a small range of notes. | * To create simple rhythmical patterns that use a small range of notes. * To begin to join simple layers of sound, e.g. a background rhythm and a solo melody. * To begin to recognise simple notations to represent music, including pitch and volume. | * Perform in different ways, exploring the way the performers are a musical resource * Perform with awareness of different parts. | * To comment on the effectiveness of own work, identifying and making improvements. * To listen to and begin to respond to music drawn from different traditions and great composers and musicians. |
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| **Y2** | **Genre: Afropop, South  African**  **Hands, Feet, Heart** | **Genre: A song with rapping  and Improvise for  Christmas**  **Ho, Ho, Ho & Christmas Performance** | **Genre: Rock**  **I Wanna Play in a  Band**  **Links To Other Units:**  Livin' on a Prayer (Y5) | **Genre: Reggae**  **Zootime**  **Links To Other Units:**  Three Little Birds (Y3) | **Genre:    Pop**  **Friendship Song**  **Links To Other Units:**  Bringing Us Together (Y3) | **Genre: Classical**  **Reflect, Rewind &  Replay**  **Links To Other Units:**  All Year 2 Units |
| Knowledge  (to be revised and added to with each unit) | **Main Focus:**  **Listen & Appraise**  **Sing**   * Sing songs off by heart. * Know some songs have a chorus or a response/answer part. * Know that songs have a musical style. * Know that music has a steady pulse, like a heartbeat. * Know the names of untuned percussion instruments played in class. | **Main Focus:**  **Listen & Appraise**  **Sing & Perform**   * Confidently know and sing songs from memory. * Know that unison is everyone singing at the same time. * Songs include other ways of using the voice e.g. rapping (spoken  word). * To know why we need to warm up our voices. * A performance is sharing music with an audience. * A performance can be a special occasion and involve a class, a year  group or a whole school. * An audience can include your parents and friends. | **Main Focus:**  **Play & Perform**   * Know the names of untuned percussion instruments played in class. * Know the names of the notes in their instrumental part from memory  or when written down. * Know that we can create rhythms from words, our names, favourite  food, colours and animals. * Rhythms are different from the steady pulse. * Improvisation is making up your own tunes on the spot. | **Main Focus:**  **Improvise & Compose**   * Improvisation is making up your own tunes on the spot. * This is a tune which has  never been heard before. It is not written down and belongs to them. * You can use one or two notes. | **Main Focus:**  **Compose & Perform**  **Evaluate**   * Composing is like writing a story with music. | **Main Focus:**  **Revision** |
| Key Vocab | Keyboard, drums, bass, electric guitars, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, perform, audience, question and answer, melody, dynamics, tempo | Keyboard, bass, guitar, percussion, trumpets, saxophones, pulse, rhythm, pitch, perform, audience, rap, improvise, dynamics, tempo | Keyboard, drums, bass, electric guitar, rock, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo | Keyboard, drums, bass, electric guitar, reggae, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo | Keyboard, drums, bass, glockenspiel, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo |  |
| Y2 Skills | **Listen and Appraise** | **Singing** | **Playing** | **Improvise**  **And Compose** | **Performing** | **Evaluate** |
|  | * To respond to different moods in music and explain thinking about changes in sound. * To identify and recognise repeated patterns and follow a wider range of musical instructions. * To understand how musical elements create different moods and effects. | * Use voices expressively and creatively. * To sing with the sense of shape of the melody | * To create and choose sounds for a specific effect. * To perform rhythmical patterns and accompaniments, keeping a steady pulse. | * Repeat short rhythmic and melodic patterns. * To begin to explore and choose and order sounds using the inter-related dimensions of music\*. * To confidently represent sounds with a range of symbols, shapes or marks. | * Perform together and follow instructions that combine the musical elements. | * To identify what improvements could be made to own work and make these changes, including altering use of voice, playing of and choice of instruments. * To listen to pieces of music and discuss where and when they may be heard explaining why using simple musical vocabulary. E.g. It’s quiet and smooth so it would be good for a lullaby. |
| **Y1** | **Genre: Hip-hop**  **Hey You!**  **Links To Other Units**  Fresh Prince of Bel Air - KS2 (Scheme Year 5) | **Genre: Reggae**  **Rhythm In The Way We Walk**  **Preparation for Christmas**  **Performance**  **Links To Other Units**  Zootime – (Y2) Three Little Birds (Y3)  Hey You! – (Y1)  The Fresh Prince Of Bel Air – (Y5) | **Genre: Blues, Baroque, Latin, Bhangra, Folk, Funk**  **In The Groove** | **Genre: Bossa Nova**  **Round and Round**  **Links To Other Units**  In The Groove – (Y1) - Classroom Jazz 1 and 2 - (Y5 and Y6) | **Genre: Pop**  **Your Imagination**  **Links To Other Units**  Dragon Song (Y3) | **Genre: Classical**  **Reflect, Rewind & Replay**  **Links To Other Units**  All Y1 Units |
| Knowledge  (to be revised and added to with each unit) | **Main Focus:**  **Listen & Appraise**  **Sing**  **Play**   * Confidently know and sing songs from memory. * Know the names of untuned percussion instruments played in class. * To know that music has a steady pulse, like a heartbeat. * Know the names of the notes in their instrumental part from memory  or when written down. * To know that we can create rhythms from words, our names, favourite food, colours and animals. | **Main Focus:**  **Sing**  **Perform**   * Know that unison is everyone singing at the same time. * To know songs off by heart. * To know what the songs are about. * A performance is sharing music with other people, called an audience. | **Main Focus:**  **Listen & Appraise**  **Play**  **Improvise**   * Know that improvisation is about making up your own tunes on the spot. * When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them * Know the names of the notes in their instrumental part from memory  or when written down. * Know the names of untuned percussion instruments played in class. * To know what the songs are about. | **Main Focus:**  **Play**  **Improvise**   * Know that improvisation is about making up your own tunes on the spot. * Know the names of untuned percussion instruments played in class. * To know and recognise the sound and names of some of the instruments they use. * To know that we can create rhythms from words, our names, favourite food, colours and animals. | **Main Focus:**  **Play**  **Compose**   * Know that composing is like writing a story with music. * Learn and know the names of the notes in their instrumental part from memory or when written down. * Learn the names of the instruments they are playing. | **Main Focus:**  **Revision** |
| Key Vocab | Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform | Pulse, rhythm, pitch, rap, melody, singers, keyboard, bass, guitar, percussion, trumpets, saxophones, perform | Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, compose, improvise, perform, groove | Keyboard, bass, guitar, percussion, trumpets, saxophones, pulse, rhythm, pitch, improvise, compose, perform, audience | Keyboard, drums, bass, pulse, rhythm, pitch, improvise, compose, perform, audience, imagination |  |
| Y1 Skills | **Listen and Appraise** | **Singing** | **Playing** | **Improvise**  **And Compose** | **Performing** | **Evaluate** |
|  | * To talk about how music makes you feel or want to move. * To begin to identify simple repeated patterns and follow basic musical instructions. * To begin to understand that musical elements can be used to create different moods and effects. | * Use voices in different ways such as speaking, singing and chanting | * To create and choose sounds * To perform simple rhythmical patterns, beginning to show an awareness of pulse. | * To know about and experiment with sounds * To recognise and explore how sounds can be organised. * To identify and organise sounds using simple criteria e.g. loud, soft, high low. * To begin to represent sounds with simple symbols including shapes and marks. | To think about others when performing. | * To think about and make simple suggestions about what could make their own work better. * To listen to short, simple pieces of music and talk about when and why they may hear it. E.g: a lullaby or Wedding march. |
|  | | | | | | |
| **Reception** | **Me!**  **Main Focus:**  **Listen & Respond**  **Sing** | **My Stories**  **Main Focus:**  **Sing** | **Everyone!**  **Main Focus:**  **Improvise & Play** | **Our World**  **Main Focus:**  **Improvise & Sing** | **Big Bear Funk**  **Main Focus: Improvise, Play & Perform** | **Reflect, Rewind And Replay**  **Revision** |
| Key Vocab | Rhythm, high, low, sing, dance, pulse, listen, sounds, change, same, different, fast, slow, instrument, voice, spiky, smooth, faster, louder, slower, up, down, beat, rhythm, like/dislike, move, dance, listen, nursery rhymes, action songs, instruments, share, respond, explore, play, learn, pulse, pitch, high, low, long, short, perform, play, stop, move, actions, voice, soft sounds, loud sounds, medium, hard, group, shake, tap, ring.  listen, sounds, change, same, different, fast, slow, instrument, voice, like/dislike, move | | | | | |
| Reception Skills | **Listen and Appraise** | **Singing** | **Playing** | **Improvise**  **And Compose** | **Performing** | **Evaluate** |
| * Listen attentively in a range of situations * Thinks abstractly about music and expresses this physically or verbally eg “This music sounds like floating on a boat.” “This music sounds like dinosaurs.” * Distinguishes and describes changes in music and compares pieces of music, eg “this music started fast and then became slow.” “This music had lots of instruments but this music only had voices.” “This music was spiky and this music was smooth.” * Associates genres of music with characters and stories. * Accurately anticipates changes in music, eg when music is going to get faster, louder, slower | * Begin to build a repertoire of songs and dances. * Children sing songs and experiment with ways of changing them. * Pitch matches, ie reproduces with his or her voice the pitch of a tone sung by another. * Able to sing the melodic shape (moving melody, eg up and down, down & up) of familiar songs. * Sings entire songs. * May enjoy performing, solo and or in groups. * Internalises music, eg sings songs inside his or her head. | * Follow instructions on when to sing or to play an instrument * Plays instruments (including imaginary ones such as air guitar) to match the structure of the music, eg playing quietly with quiet parts within music, stopping with the music when it stops. * Keeps a steady beat whilst playing instruments – his or her own steady beat in his or her creative music making. * Taps rhythms to accompany words, eg tapping the syllables of names/objects/ animals/lyrics of a song. * Creates rhythms using instruments and body percussion. | * Sing songs, make music and dance, and experiment with ways of changing them. * Represent their own ideas, thoughts and feelings through music. * Creates music based on a theme eg creates the sounds of the seaside. * Finds and records sounds using recording devices. | Represent personal ideas, thoughts and feelings through music. | State what they like or dislike about a piece of music |
| **Reception**  **Birth To 5 Matters**  **Range 5:**  Recognises rhythm in spoken words, songs, poems and rhymes. (L).  Claps or taps the syllables in words during sound play. (L).  Explores and learns how sounds and movements can be changed. (EAD).  Sings familiar songs, e.g. pop songs, songs from TV programmes, rhymes, songs from home. (EAD).  Taps out simple repeated rhythms. (EAD).  Develops an understanding of how to create and use sounds intentionally. (EAD).  Sings to self and makes up simple songs. (EAD).  Creates sounds, movements, drawings to accompany stories. (EAD).  **Range 6:**  Begins to build a collection of songs and dances. (EAD).  **Development Matters**  Listen carefully to rhymes and songs, paying attention to how they sound. (C&L).  Learn rhymes, poems and songs. (C&L).  Listen attentively, move to and talk about music, expressing their feelings and responses. (EAD).  Sing in a group or on their own, increasingly matching the pitch and following the melody. (EAD).  Explore and engage in music making and dance, performing solo or in groups. (EAD). | | | | | | |
| **Nursery** |  | | | | | |
| Key Vocabulary | Listen, hear, shake, scratchy, soft, sing, like, dislike, instrument, play, loud, quiet, fast, slow, rhyme, story, move, dance | | | | | |
| Nursery Skills | **Listen and Appraise** | **Singing** | **Playing** | **Improvise**  **And Compose** | **Performing** | **Evaluate** |
|  | * Join in with repeated refrains and phrases in rhymes and stories. * Take note of others when performing. * Can identify and match an instrumental sound, eg hear a shaker and indicate that they understand it is a shaker. * Matches music to pictures/visual resources. * Describes the sound of instruments eg scratchy sound, soft sound. * Creates visual representation of sounds, instruments and pieces of music, eg mark making to specific sounds or pieces of music. | * Sing a few familiar songs. Sing to self and make up simple songs. * Can often sing an entire song; songs could be nursery rhymes, pop songs, songs from TV programmes, songs from home. * Creates sounds in vocal sound games. * Has strong preferences for songs he or she likes to sing and/or listen to. | * Begin to move rhythmically. Imitate movement in response to music. * Tap out simple repeated rhythms. * Use movement to express feelings. * Create movement in response to music. * Make up rhythms. * Choose sounds to represent different things (the thunder, sea etc…) * Plays instruments with control to play loud/ quiet, (dynamics), fast/slow (tempo). * Shows control to hold and play instruments to produce a musical sound, eg holding a triangle in the air by the string with one hand and playing it with a beater with the other. | * Sing to self and make up simple songs. * Creates his or her own songs, often with a real sense of structure, eg a beginning and an end. * Merges elements of familiar songs with improvised singing. * Changes some or all of the words of a song. * Adds sound effects to stories using instruments. * Leads or is led by other children in their music making, ie being a conductor. * Listens and responds to others in pair/group music making. * Operates equipment such as CD players, MP3 players, handheld devices, keyboards. | * Enjoys joining in with dancing and ring games. * Sings a few familiar songs. * Beginning to move rhythmically. * Imitates movement in response to music. | * Confident to try new activities and say why they like some activities more than others. |
| **Nursery**  **Birth To 5 Matters**  **Range 3**  Asserts their own ideas and preferences and takes notice of other people’s responses (PSED)  Listens to and enjoys rhythmic patterns in rhymes and stories, trying to join in with actions or vocalisations (C&L)  Enjoys rhymes and demonstrates listening by trying to join in with actions or vocalisations (C&L)  Shows interest, dances and sings to music rhymes and songs, imitating movements of others (PD)  Begins to join in with actions and sounds in familiar song and book sharing experience (R)  Moves while singing/vocalising, whilst listening to sounds and music, while playing with sound makers/instruments (EAD)  Sings/vocalises whilst listening to music or playing with instruments/sound makers (EAD)  **Range 4**  Shows interest in play with sounds, songs and rhymes (C&L)  Shows increasing control in holding, using and manipulating a range of tools and objects such as tambourines, jugs, hammers, and mark making tools (PD)  Has some favourite stories, rhymes, songs, poems or jingles (R)  Enjoys rhythmic and musical activity with percussion instruments, actions, rhymes and songs, clapping along with the beat and joining in with words of familiar songs and nursery rhymes (R)  Joins in singing songs (EAD)  Creates sounds by rubbing, shaking, tapping, striking or blowing (EAD)  Shows an interest in the way sound makers and instruments sound and experiments with ways of playing them, e.g. loud/quiet, fast/slow (EAD)  Begins to make believe by pretending using sounds, movements, words, objects  Beginning to describe sounds and music imaginatively, e.g. scary music (EAD)  Creates rhythmic sounds and movements (EAD)  **Development Matters**  Sing a large repertoire of songs. (C&L)  Listen with increased attention to sounds. (EAD)  Respond to what they have heard, expressing their thoughts and feelings. (EAD)  Remember and sing entire songs. (EAD)  Sing the pitch of a tone sung by another person (‘pitch match’).  Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.  Create their own songs or improvise a song around one they know.  Play instruments with increasing control to express their feelings and ideas. | | | | | | |
| **EYFS Characteristics Of Learning - Music**  **Playing and Exploring (Engagement)**  Children’s Curiosity and Exploration in Music:  Encourage children to experiment with different sounds using a variety of instruments and objects.  Provide opportunities for children to explore rhythm, melody and dynamics in an unstructured way.  Introduce unfamiliar musical instruments or genres to stimulate curiosity.  **Active Learning (Motivation)**  Perseverance and Focus in Musical Activities:  Support children to keep trying even if they find creating rhythms or melodies challenging.  Celebrate their achievements, whether it’s mastering a simple tune or recognizing a beat.  **Creating and Thinking Critically (Thinking)**  Children’s Creativity and Problem-Solving in Music:  Encourage children to compose their own pieces or invent new ways to use instruments.  Help them think about how sounds can represent feelings, stories, or ideas. | | | | | | |

[](https://www.google.co.uk/url?sa=i&url=https://www.pinterest.com/pin/389209592767956831/&psig=AOvVaw1UT5lTvQYrOVKeaN-uXbyB&ust=1585323249552000&source=images&cd=vfe&ved=0CAIQjRxqFwoTCMDnjr67uOgCFQAAAAAdAAAAABAD)

**\*Inter-related dimensions of music** :

PULSE: the steady beat of a piece of a piece of music

PITCH: the melody and the way the notes change from low to high and vice versa.

RHYTHM: or duration is the pattern of long and short sounds in a piece of music

DYNAMICS: Loud and soft

TEMPO: Fast and slow

TIMBRE: The type of sound – whisper/hum/sing/talk (examples with the voice) or twinkly/hard/soft (examples with instruments)

TEXTURE: Layers of sound (number of instruments or voices playing together)

STRUCTURE: The way the music is laid out –e.g. Verse, chorus, verse.