



Long Term Individual Subject Curriculum Plan 2020-21



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.

	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	Genre: Classical/ Urban Gospel A New Year Carol	Genre: Music & Identify	Genre: Ballad/Pop You've Got A Friend	Genre: Classical Reflect, Rewind, Replay
Knowledge (to be revised and added to with each unit)	<u>Main Focus:</u> Listen & Appraise Sing <ul style="list-style-type: none"> ➤ 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, 	<u>Main Focus:</u> Improvise Perform <p>Know the interrelated dimensions of music:</p> <ul style="list-style-type: none"> ➤ Know the historical context of the song ➤ Know and talk about improvisation (make up their own tune – not written down). 	<u>Main Focus:</u> Compose Evaluate <ul style="list-style-type: none"> ➤ 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 	<u>Main Focus:</u> Listen & Appraise Improvise <p style="color: green;">Charanga are in the process of writing this unit.</p> <p style="color: green;">The focus will be Music and Identity.</p> <p style="color: green;">It aims to embed the role of women in music into the</p>	<u>Main Focus:</u> Sing Compose Evaluate <ul style="list-style-type: none"> ➤ Know the style of the songs and discuss musical characteristics ➤ Know the importance of warming up the voice ➤ Know how to create an effective performance. 	<u>Main Focus:</u> Revision <ul style="list-style-type: none"> ➤ Know the style of the songs and discuss musical characteristics ➤ Know how to create an effective performance.

	<p>tempo, dynamics, texture and structure work together to create a song or music</p> <ul style="list-style-type: none"> ➤ 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 	<ul style="list-style-type: none"> ➤ Know that if you improvise, you cannot make a mistake. ➤ Know the instruments they might play or be played in a band or orchestra or by their friends ➤ 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 	<p>between sound and symbol</p> <ul style="list-style-type: none"> ➤ Know what a composition is ➤ A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure 	<p>thinking of children and young people of all genders. It includes contextual listening of the artists' work, video interviews and an option for pupils to create their own music based on their learning.</p>	<ul style="list-style-type: none"> ➤ Know what a composition is ➤ Know different ways of writing music down – make the link between sound and symbol 	
Key Vocab	<p>style indicators, melody, compose, improvise, cover, pulse, rhythm, texture,</p>	<p>Blues, Jazz, improvisation, by ear, melody, improvise, pulse, rhythm,</p>	<p>Melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, timbre,</p>		<p>Melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics,</p>	<p>Revise vocabulary</p>

	structure, dimensions of music, neo soul, producer, groove, Motown, hook, riff, solo	dynamics, structure, dimensions of music, hook, riff, solo	structure, ostinato, phrases, unison, urban gospel		timbre, texture, structure, dimensions of music, hook, riff, solo, civil rights, gender equality, unison, harmony	
Y6 Skills	Listen and Appraise	Singing	Playing	Improvise And Compose	Performing	Evaluate
	<ul style="list-style-type: none"> ➤ 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	<ul style="list-style-type: none"> ➤ 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. 	<ul style="list-style-type: none"> ➤ To think about the audience when performing and how to create a specific effect. ➤ Present performances effectively with awareness of audience, venue and occasion. 	<ul style="list-style-type: none"> ➤ 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.
Y5	Genre: Rock Livin' On A Prayer Links To Other Units:	Genre: Jazz Classroom Jazz 1	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

	I Wanna Play In A Band - (Y2) Blackbird (Y4) Mama Mia (Y4)					
Knowledge (to be revised and added to with each unit)	<p>Main Focus: Listen & Appraise Sing</p> <ul style="list-style-type: none"> ➤ 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 	<p>Main Focus: Improvise Play</p> <ul style="list-style-type: none"> ➤ 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 (texture, dynamics, rhythm) 	<p>Main Focus: Sing Compose</p> <ul style="list-style-type: none"> ➤ 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) 	<p>Main Focus: Perform Evaluate</p> <ul style="list-style-type: none"> ➤ 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 (lyrics, dimensions, texture, dynamics, rhythm, tempo, pitch timbre) 	<p>Main Focus: Sing</p> <ul style="list-style-type: none"> ➤ 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 (lyrics, dimensions, texture, dynamics, rhythm, tempo, pitch timbre) ➤ 	<p>Main Focus: Revision</p> <ul style="list-style-type: none"> ➤ 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 (lyrics, dimensions, texture, dynamics, rhythm, tempo, pitch timbre) ➤

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
	<ul style="list-style-type: none"> ➤ 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.	<ul style="list-style-type: none"> ➤ To create increasingly complicated rhythmic and melodic phrases within given structures. ➤ To recognise and use a range of musical notations including staff notation. 	<ul style="list-style-type: none"> ➤ 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. 	<ul style="list-style-type: none"> ➤ 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.	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

		Glockenspiel Stage 1 (Y3)				
<p>Knowledge</p> <p>(to be revised and added to with each unit)</p>	<p><u>Main Focus:</u> Listen & Appraise & Sing</p> <ul style="list-style-type: none"> ➤ 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 	<p><u>Main Focus:</u> Play</p> <ul style="list-style-type: none"> ➤ 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. 	<p><u>Main Focus:</u> Compose Perform</p> <ul style="list-style-type: none"> ➤ 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 	<p><u>Main Focus:</u> Sing Improvise</p> <ul style="list-style-type: none"> ➤ 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 	<p><u>Main Focus:</u> Compose Perform Evaluate</p> <ul style="list-style-type: none"> ➤ 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 	<p><u>Main Focus:</u> Revision</p> <ul style="list-style-type: none"> ➤ 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

	<p>might play or be played in a band or orchestra or by their friends</p> <ul style="list-style-type: none"> ➤ 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) 	<ul style="list-style-type: none"> ➤ Know about a famous composer (Pachelbel – Canon in D & Purcell – Rigadoon). Know where their music is placed in history (Baroque) 	<p>created by you and kept in some way.</p> <ul style="list-style-type: none"> ➤ 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 		Animals, The Beatles)	
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
	<ul style="list-style-type: none"> ➤ To recognise and explore the ways sounds can be combined and used expressively and comment on this effect. 	<ul style="list-style-type: none"> ➤ To sing in unison maintaining the correct pitch and using increasing expression. ➤ Sing in two part harmonies of 	<p>To play and perform parts with an increasing number of notes, beginning to show musical expression by changing dynamics.</p>	<ul style="list-style-type: none"> ➤ To create rhythmical and simple melodic patterns using an increased number of notes. ➤ To join layers of sound, thinking 	<ul style="list-style-type: none"> ➤ To maintain own part and be aware how the different parts fit together 	<ul style="list-style-type: none"> ➤ To comment on the effectiveness of the work, identifying and making improvements based on its intended outcome.

	<ul style="list-style-type: none"> ➤ To listen to and recall patterns of sounds with increasing accuracy. ➤ To understand how different musical elements are combined and used expressively. 	<p>increasing complexity.</p>		<p>about musical dynamics of each layer and understanding the effect.</p> <ul style="list-style-type: none"> ➤ To understand and begin to use established and invented musical notations to represent music. 		<ul style="list-style-type: none"> ➤ To listen to, understand a wide range of high quality live and recorded music drawn from different traditions, great composers and musicians.
Y3	<p>Genre: R & B Let Your Spirit Fly</p>	<p>Glockenspiel Stage 1</p> <p>Links To Other Units: Glockenspiel Stage 2 (Y4)</p>	<p>Genre: Reggae Three Little Birds</p> <p>Links To Other Units: Zootime (Y2)</p>	<p>Genre: Pop Narrative The Dragon Song</p> <p>Links To Other Units: Your Imagination (Y1)</p>	<p>Genre: Disco Bringing Us Together</p> <p>Links To Other Units: Friendship Song (Y2), Stop! (Y4) You've Got A Friend (Y6) I'll Be There (Y6)</p>	<p>Genre: Classical Reflect, Rewind and Replay</p>
<p>Knowledge</p> <p>(to be revised and added to with each unit)</p>	<p><u>Main Focus:</u> Listen & Appraise Sing</p> <ul style="list-style-type: none"> ➤ 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) 	<p><u>Main Focus:</u> Play Improvise</p> <ul style="list-style-type: none"> ➤ 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 	<p><u>Main Focus:</u> Improvise Perform</p> <ul style="list-style-type: none"> ➤ 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 	<p><u>Main Focus:</u> Sing Compose</p> <ul style="list-style-type: none"> ➤ 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, 	<p><u>Main Focus:</u> Compose Perform Evaluate</p> <ul style="list-style-type: none"> ➤ Know about dimensions of music ➤ To know and be able to talk about a composition 	<p><u>Main Focus:</u> Revision</p> <ul style="list-style-type: none"> ➤ 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.

	<ul style="list-style-type: none"> ➤ Know how to find and demonstrate the pulse. ➤ Know the difference between pulse and rhythm. ➤ Know 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 	<p>given, you cannot make a mistake</p> <ul style="list-style-type: none"> ➤ Know that notes are arranged on a staff 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) 	<p>sharing music with other people, an audience</p> <ul style="list-style-type: none"> ➤ Know about a great composer – Bob Marley 	<p>symbols, audio etc.)</p>		
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
	<ul style="list-style-type: none"> ➤ To explore and comment on the ways sounds can be used expressively. ➤ To listen with attention and 	<ul style="list-style-type: none"> ➤ To sing in unison, becoming aware of pitch. ➤ Sing a simple harmony part becoming aware of pitch. 	<p>To perform simple rhythmic and musical parts, beginning to vary the pitch with a small range of notes.</p>	<ul style="list-style-type: none"> ➤ To create simple rhythmical patterns that use a small range of notes. ➤ To begin to join simple layers of sound, e.g. a background 	<ul style="list-style-type: none"> ➤ Perform in different ways, exploring the way the performers are a musical resource ➤ Perform with awareness of different parts. 	<ul style="list-style-type: none"> ➤ To comment on the effectiveness of own work, identifying and making improvements. ➤ To listen to and begin to respond

	<p>begin to recall sounds.</p> <ul style="list-style-type: none"> ➤ To begin to understand how different musical elements are combined and used to create an effect. 			<p>rhythm and a solo melody.</p> <ul style="list-style-type: none"> ➤ To begin to recognise simple notations to represent music, including pitch and volume. 		<p>to music drawn from different traditions and great composers and musicians.</p>
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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.

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	Genre: Reggae Zootime	Genre: Pop Friendship Song	Genre: Classical Reflect, Rewind & Replay
			Links To Other Units: Livin' on a Prayer (Y5)	Links To Other Units: Three Little Birds (Y3)	Links To Other Units: Bringing Us Together (Y3)	Links To Other Units: All Year 2 Units
Knowledge (to be revised and added to with each unit)	Main Focus: Listen & Appraise Sing <ul style="list-style-type: none"> ➤ Sing songs off by heart. ➤ Know some songs have a chorus or a response/answer part. ➤ Know that songs have a musical style. 	Main Focus: Listen & Appraise Sing & Perform <ul style="list-style-type: none"> ➤ Confidently know and sing songs from memory. ➤ Know that unison is everyone singing at the same time. ➤ Songs include other ways of 	Main Focus: Play & Perform <ul style="list-style-type: none"> ➤ Know the names of untuned percussion instruments played in class. ➤ Know the names of the notes in their instrumental part from 	Main Focus: Improvise & Compose <ul style="list-style-type: none"> ➤ Improvisation is making up your own tunes on the spot. ➤ This is a tune which has never been heard before. It is not 	Main Focus: Compose & Perform Evaluate <ul style="list-style-type: none"> ➤ Composing is like writing a story with music. 	Main Focus: Revision

	<ul style="list-style-type: none"> ➤ Know that music has a steady pulse, like a heartbeat. ➤ Know the names of untuned percussion instruments played in class. 	<ul style="list-style-type: none"> ➤ 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. 	<ul style="list-style-type: none"> ➤ 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. 	<ul style="list-style-type: none"> ➤ written down and belongs to them. ➤ You can use one or two notes. 		
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
	<ul style="list-style-type: none"> ➤ To respond to different moods in music and explain thinking about changes in sound. ➤ To identify and recognise repeated patterns and follow a wider 	<ul style="list-style-type: none"> ➤ Use voices expressively and creatively. ➤ To sing with the sense of shape of the melody 	<ul style="list-style-type: none"> ➤ To create and choose sounds for a specific effect. ➤ To perform rhythmical patterns and accompaniments, keeping a steady pulse. 	<ul style="list-style-type: none"> ➤ Repeat short rhythmic and melodic patterns. ➤ To begin to explore and choose and order sounds using the inter-related 	<ul style="list-style-type: none"> ➤ Perform together and follow instructions that combine the musical elements. 	<ul style="list-style-type: none"> ➤ To identify what improvements could be made to own work and make these changes, including altering use of voice, playing of

	<p>range of musical instructions.</p> <ul style="list-style-type: none"> ➤ To understand how musical elements create different moods and effects. 			<p>dimensions of music*.</p> <ul style="list-style-type: none"> ➤ To confidently represent sounds with a range of symbols, shapes or marks. 		<p>and choice of instruments.</p> <ul style="list-style-type: none"> ➤ 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	<p>Genre: Hip-hop Hey You!</p> <p>Links To Other Units Fresh Prince of Bel Air - KS2 (Scheme Year 5)</p>	<p>Genre: Reggae Rhythm In The Way We Walk Preparation for Christmas Performance</p> <p>Links To Other Units Zootime – (Y2) Three Little Birds (Y3) Hey You! – (Y1) The Fresh Prince Of Bel Air – (Y5)</p>	<p>Genre: Blues, Baroque, Latin, Bhangra, Folk, Funk In The Groove</p>	<p>Genre: Bossa Nova Round and Round</p> <p>Links To Other Units In The Groove – (Y1) - Classroom Jazz 1 and 2 - (Y5 and Y6)</p>	<p>Genre: Pop Your Imagination</p> <p>Links To Other Units Dragon Song (Y3)</p>	<p>Genre: Classical Reflect, Rewind & Replay</p> <p>Links To Other Units All Y1 Units</p>
<p>Knowledge (to be revised and added to with each unit)</p>	<p><u>Main Focus:</u> Listen & Appraise Sing Play</p> <ul style="list-style-type: none"> ➤ Confidently know and sing songs from memory. ➤ Know the names of untuned percussion instruments played in class. 	<p><u>Main Focus:</u> Sing Perform</p> <ul style="list-style-type: none"> ➤ Know that unison is everyone singing at the same time. ➤ To know songs off by heart. ➤ To know what the songs are about. 	<p><u>Main Focus:</u> Listen & Appraise Play Improvise</p> <ul style="list-style-type: none"> ➤ Know that improvisation is about making up your own tunes on the spot. ➤ When someone improvises, they make up their own 	<p><u>Main Focus:</u> Play Improvise</p> <ul style="list-style-type: none"> ➤ Know that improvisation is about making up your own tunes on the spot. ➤ Know the names of untuned percussion 	<p><u>Main Focus:</u> Play Compose</p> <ul style="list-style-type: none"> ➤ 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 	<p><u>Main Focus:</u> Revision</p>

	<ul style="list-style-type: none"> ➤ 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. 	<ul style="list-style-type: none"> ➤ A performance is sharing music with other people, called an audience. 	<p>tune that has never been heard before. It is not written down and belongs to them</p> <ul style="list-style-type: none"> ➤ 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. 	<p>instruments played in class.</p> <ul style="list-style-type: none"> ➤ 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. 	<p>when written down.</p> <ul style="list-style-type: none"> ➤ Learn the names of the instruments they are playing. 	
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
	<ul style="list-style-type: none"> ➤ 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 	<ul style="list-style-type: none"> ➤ Use voices in different ways such as speaking, singing and chanting 	<ul style="list-style-type: none"> ➤ To create and choose sounds ➤ To perform simple rhythmical patterns, beginning to show an awareness of pulse. 	<ul style="list-style-type: none"> ➤ 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. 	<p>To think about others when performing.</p>	<ul style="list-style-type: none"> ➤ 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

	can be used to create different moods and effects.			➤ To begin to represent sounds with simple sounds including shapes and marks.		it. E.g: a lullaby or Wedding march.
KS1 NATIONAL CURRICULUM ♣ use their voices expressively and creatively by singing songs and speaking chants and rhymes ♣ play tuned and untuned 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.						
Reception	Me! <u>Main Focus:</u> Listen & Respond Sing	My Stories <u>Main Focus:</u> Sing	Everyone! <u>Main Focus:</u> Improvise & Play	Our World <u>Main Focus:</u> Improvise & Sing	Big Bear Funk <u>Main Focus:</u> 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					
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	➤ 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,	➤ 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	➤ 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

	<p>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."</p> <ul style="list-style-type: none"> ➤ Associates genres of music with characters and stories. ➤ Accurately anticipates changes in music, eg when music is going to get faster, louder, slower 	<p>down & up) of familiar songs.</p> <ul style="list-style-type: none"> ➤ Sings entire songs. ➤ May enjoy performing, solo and or in groups. ➤ Internalises music, eg sings songs inside his or her head. 	<p>instruments – his or her own steady beat in his or her creative music making.</p> <ul style="list-style-type: none"> ➤ Taps rhythms to accompany words, eg tapping the syllables of names/objects/ animals/lyrics of a song. ➤ Creates rhythms using instruments and body percussion. 			
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
	<ul style="list-style-type: none"> ➤ Join in with repeated refrains and phrases in rhymes and stories. ➤ Take note of others when performing. ➤ Can identify and match an 	<ul style="list-style-type: none"> ➤ 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 	<ul style="list-style-type: none"> ➤ Begin to move rhythmically. Imitate movement in response to music. ➤ Tap out simple repeated rhythms. ➤ Use movement to express feelings. 	<ul style="list-style-type: none"> ➤ 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. 	<ul style="list-style-type: none"> ➤ Enjoys joining in with dancing and ring games. ➤ Sings a few familiar songs. ➤ Beginning to move rhythmically. ➤ Imitates movement in response to music. 	<ul style="list-style-type: none"> ➤ Confident to try new activities and say why they like some activities more than others.

	<p>instrumental sound, eg hear a shaker and indicate that they understand it is a shaker.</p> <ul style="list-style-type: none"> ➤ 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. 	<p>TV programmes, songs from home.</p> <ul style="list-style-type: none"> ➤ Creates sounds in vocal sound games. ➤ Has strong preferences for songs he or she likes to sing and/or listen to. 	<ul style="list-style-type: none"> ➤ 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. 	<ul style="list-style-type: none"> ➤ 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. 		
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***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.

