



Coupe Green Primary School

Music Unit Coverage

Cycle A



Class	
Acorn (EYFS)	Throughout continuous provision, children have the opportunity to practise and apply music skills, which are accessible across all three school terms. Adult led activities focused on the below skills and knowledge are planning in line with children’s interests.
	<u>Preschool</u> - To respond to what they have heard, expressing their thoughts and feelings. - To create their own songs in play. <u>Reception</u> - To perform songs and rhymes. - To move in time with music. - To listen attentively in a range of situations.

Class	Unit 1	Unit 2	Unit 3
Oak	Singing and Performing - Understand the difference between singing and speaking. - Perform using un-tuned instruments.	Nursery Rhyme of study – London’s Burning Listening and Reviewing - Understand high and low pitch. - Understand how sounds are made - onomatopoeia.	Creating and Composing - Understand long and short sound. - Know what a musical pattern is. - Know how music has changed throughout different time periods Describing music (Inter-related dimensions)
Elm	Singing and Performing - Understand how to keep in time to the beat. - Understand different sounds our voices can make.	Listening and Reviewing - Use ears to listen for sounds and instruments. - Identify names of instruments you hear and different occasions for when music is played.	Song of Study – Circle of Life Creating and Composing - Know how to play tuned/un-tuned instruments (beat, hit, shake). - Know onomatopoeia of how instruments sound.

Class	Unit 1	Unit 2	Unit 3
Ash	<p align="center">Singing and Performing</p> <p><u>Year 3</u> - Sing songs clearly and starting to show control with pitch. - Show an awareness of musical expression when performing to an audience.</p> <p><u>Year 4</u> - Maintain a simple part of a song within group. - Perform with awareness of what others in the group are singing or playing.</p>	<p align="center">Listening and Reviewing (Recorders)</p> <p><u>Year 3</u> - Listen to a variety of musical pieces and review how music can create different moods e.g. loud and fast shows upbeat etc. - Stage 1 recorder</p> <p><u>Year 4</u> - Listen to different pieces of music and share views on the combination of instruments - Stage 1 recorder</p>	<p align="center">Musician of study – Spice Girls Creating and Composing</p> <p><u>History of Music</u> 80's and 90's (Pop)</p> <p><u>Year 3</u> - Be able to recognise control and rhythmic accuracy when instruments are being played. - Know the difference between tuned and untuned instruments.</p> <p><u>Year 4</u> - Know the worth of a minim and a crotchet. - Understand the reason for a musical staff. - Recognise the symbols for a minim and crotchet on a stave.</p>
Maple	<p align="center">Singing and Performing</p> <p><u>Year 4</u> - Maintain a simple part of a song within group. - Perform with awareness of what others in the group are singing or playing.</p> <p><u>Year 5</u> - Maintain a part in a song with 2 parts.</p>	<p align="center">Listening and Reviewing</p> <p><u>Year 4</u> - Listen to different pieces of music and share views on the combination of instruments</p> <p><u>Year 5</u> - Identify a round within a song.</p>	<p align="center">Musician of study – Elton John Creating and Composing</p> <p><u>History of Music</u> 70's and 80's</p> <p><u>Year 4</u> - Know the worth of a minim and a crotchet. - Understand the reason for a musical staff. - Recognise the symbols for a minim and crotchet on a stave. - Recorder Stage 1</p> <p><u>Year 5</u> - Know and use the EGDBF and FACE on a musical stave. - Compose using notations of a semibreve and quaver (and prior notation) - Recorder Stage 2</p>

<p style="text-align: center;">Elder</p>	<p style="text-align: center;">Musician of study - Beatles Singing and Performing</p> <p><u>History of Music</u> -Explore and listen to a range of 60's and 70's music.</p> <p><u>Year 5</u> -Maintain a part in a song with 2 parts.</p> <p><u>Year 6</u> - Show an awareness of the audience when performing. - Confidently maintain a part in a song with 2 parts in front of an audience.</p>	<p style="text-align: center;">Creating and Composing</p> <p><u>Year 5</u> - Know and use the EGDBF and FACE on a musical stave. - Compose using notations of a semibreve and quaver (and prior notation)</p> <p><u>Year 6</u> - To compose music to meet a specific mood. - To compose music using a dotted minim and an accent (and previous notation).</p>	<p style="text-align: center;">Listening and Reviewing (Recorders)</p> <p><u>Year 5</u> - Identify a round within a song. -Recorder Stage 2</p> <p><u>Year 6</u> - To review the combination of 2 parts of a song e.g. why do they go well together. -Recorder Karate</p>