












EY	AUTUMN TERM <i>Me!</i> <i>My Stories</i>	SPRING TERM <i>Everyone</i> <i>Our World</i>	SUMMER TERM <i>Big Bear Funk</i> <i>Reflect, rewind, replay</i>
Overview	Key Question: How can we make friends when we sing together? How does music tell stories about the past?	Key Question: How does music make the world a better place? <i>How does music help us to understand our neighbours?</i>	Key Question: What songs can we sing to help us through the day? How does music teacher us about looking after our planet?
Listening and Appraising skills and knowledge	<ul style="list-style-type: none"> To know 5 songs off by heart. To know what the songs are about. To know and recognise the sound and names of some of the instruments they use. 		
Musical skills and knowledge	<p>Games:</p> <ul style="list-style-type: none"> To know that music has a steady pulse, like a heartbeat. To know that we can create rhythms from words, our names, favourite food, colours and animals. <p>Singing:</p> <ul style="list-style-type: none"> To confidently sing or rap five songs from memory and sing them in unison. <p>Playing:</p> <ul style="list-style-type: none"> Learn the names of the notes in their instrumental part from memory or when written down. Learn the names of the instruments they are playing.  <p>Improvisation:</p> <ul style="list-style-type: none"> 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. Everyone can improvise! <p>Composition:</p> <ul style="list-style-type: none"> Composing is like writing a story with music. Everyone can compose  		
Links to EY Curriculum Q & EAD	<p>Nursery</p> <ul style="list-style-type: none"> Sing a large repertoire of songs. Develop their pronunciation Use longer sentences of four to six words. Be able to express a point of view and to debate when they disagree with an adult or a friend, using words as well as actions.  Remember and sing entire songs. 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. 		<p>Reception</p> <ul style="list-style-type: none"> Understand how to listen carefully and why listening is important. Learn new vocabulary Articulate their ideas and thoughts in well-formed sentences. Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. Listen attentively, move to and talk about music, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody. Explore and engage in music making and dance, performing solo or in groups  <p>ELG- Listen attentively and respond to what they hear with relevant questions, comments and actions when being read to and during whole class discussions and small group interactions. Make comments about what they have heard and ask questions to clarify their understanding. Participate in small group, class and one-to-one discussions, offering their own ideas, using recently introduced vocabulary. Express their ideas and feelings about their experiences using full</p>



		<p>sentences.</p> <p>ELG- Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p> 
Performing	<ul style="list-style-type: none"> A performance is sharing music with other people, called an audience. 	
Enrichment	<ul style="list-style-type: none"> Christmas Nativity 	


Year One	AUTUMN TERM <i>Introducing Beat Adding Rhythm and Pitch</i>	SPRING TERM <i>Introducing Tempo and Dynamics Combining pulse, rhythm and pitch</i>	SUMMER TERM <i>Having fun with improvisation Explore sound and create a story</i>
Overview	Key Question: How can we make friends when we sing together? How does music tell stories about the past?	Key Question: How does music make the world a better place? <i>How does music help us to understand our neighbours?</i>	Key Question: What songs can we sing to help us through the day? How does music teacher us about looking after our planet?
Prior Learning	<ul style="list-style-type: none"> Show attention to sounds and music. Respond emotionally and physically to music when it changes. Move and dance to music. Anticipate phrases and actions in rhymes and songs, like 'Peepo'. Explore their voices and enjoy making sounds. Join in with songs and rhymes, making some sounds  Make rhythmical and repetitive sounds. Explore a range of soundmakers and instruments and play them in different ways. 		
Nursery	<ul style="list-style-type: none"> Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings. Remember and sing entire songs. 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 		
Reception	<ul style="list-style-type: none"> Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Sing in a group or on their own, increasingly matching the pitch and following the melody Explore and engage in music making and dance, performing solo or in groups 		
ELG	<ul style="list-style-type: none"> Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. 		




- Christmas Nativity


Year Two	AUTUMN TERM <i>Exploring Simple Patterns</i> <i>Focus on dynamics and tempo</i>	SPRING TERM <i>Exploring feelings through music</i> <i>Inventing a musical story</i>	SUMMER TERM <i>Music that makes you dance</i> <i>Exploring improvisation</i>
Overview	Key Question: How does music help us to make friends? How does music teach us about the past?	Key Question: How does music make the world a better place? How does music teach us about our neighbourhood?	Key Question: How does music make us happy? How does music teach us about looking after our planet?
Prior Learning			
Links to National Curriculum	Pupils should be taught to: <ul style="list-style-type: none"> ● 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. 		
Listening and Appraising skills and knowledge	<ul style="list-style-type: none"> ● To know five songs off by heart. ● To know some songs have a chorus or a response/answer part. ● To know that songs have a musical style.  ● 		
Musical skills and knowledge	Games: <ul style="list-style-type: none"> ● To know that music has a steady pulse, like a heartbeat. ● To know that we can create rhythms from words, our names, favourite food, colours and animals. Rhythms are different from the steady pulse. ● We add high and low sounds, pitch, when we sing and play our instruments. Singing: <ul style="list-style-type: none"> ● To confidently know and sing five songs from memory.  ● To 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. Playing: <ul style="list-style-type: none"> ● Learn 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. Improvisation: <ul style="list-style-type: none"> ● Improvisation is 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. ● Everyone can improvise, and you can use one or two notes. Composition: <ul style="list-style-type: none"> ● Composing is like writing a story with music. ● Everyone can compose. 		
Performing	<ul style="list-style-type: none"> ● A performance is sharing music with other people, called 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.  		
Enrichment	<ul style="list-style-type: none"> ● Christmas Nativity 		



Year Three	AUTUMN TERM <i>Developing Notation skills</i> <i>Enjoying improvisation</i>	SPRING TERM <i>Composing using your imagination</i> <i>Sharing musical experiences</i>	SUMMER TERM <i>Learning more about musical styles</i> <i>Recognising different sounds</i>
Overview	Key Question: How does music bring us closer together? What stories does music tell us about the past?	Key Question: How does music make the world a better place? How does music help us to get to know our community?	Key Question: How does music make a difference to us everyday? How does music connect us with our planet?
Prior Learning			
Links to National Curriculum	Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to: <ul style="list-style-type: none"> • 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 • 		
Listening and Appraising skills and knowledge	<ul style="list-style-type: none"> • To know five songs from memory and who sang them or wrote them. • To know the style of the five songs. • To choose one song and be able to talk about: <ul style="list-style-type: none"> • Its lyrics: what the song is about • Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch) • Identify the main sections of the song (introduction, verse, chorus etc.) • Name some of the instruments they heard in the song  		
Musical skills and knowledge	Games: <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. • Know that every piece of music has a pulse/steady beat. • Know the difference between a musical question and an answer. Singing: To know and be able to talk about: <ul style="list-style-type: none"> • Singing in a group can be called a choir • Leader or conductor: A person who the choir or group follow • 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  Playing: <ul style="list-style-type: none"> • The instruments used in class (a glockenspiel, a recorder) Improvisation: <ul style="list-style-type: none"> • Improvisation is 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 • To know that using one or two notes confidently is better than using five • To know that if you improvise using the notes you are given, you cannot make a mistake Composition: <ul style="list-style-type: none"> • A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. 		

	<ul style="list-style-type: none"> • Different ways of recording compositions (letter names, symbols, audio etc.) •
Performing	<p>Performing is sharing music with other people, an audience</p> <ul style="list-style-type: none"> • A performance doesn't have to be a drama! It can be to one person or to each other • You need to know and have planned everything that will be performed • You must sing or rap the words clearly and play with confidence • A performance can be a special occasion and involve an audience including of people you don't know It is planned and different for each occasion • It involves communicating feelings, thoughts and ideas about the song/music 
Enrichment	


Year Four	<p style="text-align: center;">AUTUMN TERM</p> <p style="text-align: center;"><i>Interesting time signatures</i></p> <p style="text-align: center;"><i>Combining elements to make music</i></p>	<p style="text-align: center;">SPRING TERM</p> <p style="text-align: center;"><i>Developing pulse & groove through improvisation</i></p> <p style="text-align: center;"><i>Creating simple melodies together</i></p>	<p style="text-align: center;">SUMMER TERM</p> <p style="text-align: center;"><i>Connecting notes and feelings</i></p> <p style="text-align: center;"><i>Purpose, identify and expression in music</i></p>
Overview	<p>Key Question: How does music bring us together? How does music connect us with our past?</p>	<p>Key Question: How does music improve our world? How does music teach us about our community?</p>	<p>Key Question: How does music shape our way of life? How does music connect us with our environment?</p>
Prior Learning			
Links to National Curriculum	<p>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to:</p> <ul style="list-style-type: none"> ● 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 ● 		
Listening and Appraising skills and knowledge	<ul style="list-style-type: none"> ● To know five songs from memory and who sang them or wrote them. ● To know the style of the five songs. ● To choose one song and be able to talk about: ● Some of the style indicators of that song (musical characteristics that give the song its style).  ● The lyrics: what the song is about. ● Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch). ● Identify the main sections of the song (introduction, verse, chorus etc). ● Name some of the instruments they heard in the song. ● 		
Musical skills and knowledge	<p>Games:</p> <ul style="list-style-type: none"> ● How pulse, rhythm and pitch work together ● Pulse: Finding the pulse – the heartbeat of the music ● Rhythm: the long and short patterns over the pulse Know the difference between pulse and rhythm ● Pitch: High and low sounds that create melodies ● How to keep the internal pulse Musical Leadership: creating musical ideas for the group to copy or respond to <p>Singing:</p> <ul style="list-style-type: none"> ● Singing in a group can be called a choir ● Leader or conductor: A person who the choir or group follow  ● 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 ● Texture: How a solo singer makes a thinner texture than a large group ● To know why you must warm up your voice <p>Playing:</p> <ul style="list-style-type: none"> ● The instruments used in class (a glockenspiel, recorder or xylophone).  ● Other instruments they might play or be played in a band or orchestra or by their friends. <p>Improvisation:</p> <ul style="list-style-type: none"> ● Improvisation is making up your own tunes on the spot ● When someone improvises, they make up their own tune 		




	<p>that has never been heard before. It is not written down and belongs to them.</p> <ul style="list-style-type: none"> ● To know that using one or two notes confidently is better than using five ● To know that if you improvise using the notes you are given, you cannot make a mistake ● To know that you can use some of the riffs you have heard in the Challenges in your improvisations <p>Composition:</p> <ul style="list-style-type: none"> ● A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. ● Different ways of recording compositions (letter names, symbols, audio etc.) ●
Performing	<p>Performing is sharing music with other people, an audience</p> <ul style="list-style-type: none"> ● A performance doesn't have to be a drama! It can be to one person or to each other ● You need to know and have planned everything that will be performed ● You must sing or rap the words clearly and play with confidence ● A performance can be a special occasion and involve an audience including of people you don't know ● It is planned and different for each occasion ● It involves communicating feelings, thoughts and ideas about the song/music 
Enrichment	<ul style="list-style-type: none"> ● Dance Festival




Year Five	AUTUMN TERM <i>Getting started with music tech</i> <i>Emotions and musical styles</i>	SPRING TERM <i>Exploring key and time signatures</i> <i>Introducing chords</i>	SUMMER TERM <i>Words meaning and expression</i> <i>Identifying important musical elements</i>
Overview	Key Question: How does music bring us together? How does music connect us with our past?	Key Question: How does music improve our world? How does music teach us about our community?	Key Question: How does music shape our way of life? How does music connect us with our environment?
Prior Learning			
Links to National Curriculum	<p>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 • 		
Listening and Appraising skills and knowledge	<ul style="list-style-type: none"> • To know five songs from memory, who sang or wrote them, when they were written and, if possible, why? • To know the style of the five songs and to name other songs from the Units in those styles. • To choose two or three other songs and be able to talk about: <ul style="list-style-type: none"> - Some of the style indicators of the songs (musical characteristics that give the songs their style) • The lyrics: what the songs are about <ul style="list-style-type: none"> o Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch) • Identify the main sections of the songs (intro, verse, chorus etc.) • Name some of the instruments they heard in the songs • The historical context of the songs. What else was going on at this time? • 		
Musical skills and knowledge	<p>Games:</p> <ul style="list-style-type: none"> • How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song • How to keep the internal pulse • Musical Leadership: creating musical ideas for the group to copy or respond to <p>Singing:</p> <ul style="list-style-type: none"> • To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. • To choose a song and be able to talk about: <ul style="list-style-type: none"> • Its main features • Singing in unison, the solo, lead vocal, backing vocals or rapping • To know what the song is about and the meaning of the lyrics • To know and explain the importance of warming up your voice <p>Playing:</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>Improvisation:</p> <ul style="list-style-type: none"> • Improvisation is making up your own tunes on the spot 		



	<ul style="list-style-type: none"> • When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. • To know that using one or two notes confidently is better than using five • To know that if you improvise using the notes you are given, you cannot make a mistake • To know that you can use some of the riffs you have heard in the Challenges in your improvisations • To know three well-known improvising musicians <p>Composition:</p> <ul style="list-style-type: none"> • A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. • A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure • Notation: recognise the connection between sound and symbol •
Performing	<p>Performing is sharing music with other people, an audience</p> <ul style="list-style-type: none"> • A performance doesn't have to be a drama! It can be to one person or to each other • You need to know and have planned everything that will be performed • You must sing or rap the words clearly and play with confidence • A performance can be a special occasion and involve an audience including of people you don't know • It is planned and different for each occasion • It involves communicating feelings, thoughts and ideas about the song/music 
Enrichment	<ul style="list-style-type: none"> • Carol Concert

Year Six	AUTUMN TERM <i>Developing melodic phrases</i> <i>Understanding structure and form</i>	SPRING TERM <i>Gaining confidence through performance</i> <i>Exploring notation further</i>	SUMMER TERM <i>Using chords and structure</i> <i>Respecting each other through composition</i>
Overview	Key Question: How does music bring us together? How does music connect us with our past?	Key Question: How does music improve our world? How does music teach us about our community?	Key Question: How does music shape our way of life? How does music connect us with our environment?
Prior Learning			
Links to National Curriculum	<p>Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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 • 		
Listening and Appraising skills and knowledge	<ul style="list-style-type: none"> • To know five songs from memory, who sang or wrote them, when they were written and why? • To know the style of the songs and to name other songs from the Units in those styles. • To choose three or four other songs and be able to talk about: <ul style="list-style-type: none"> - The style indicators of the songs (musical characteristics that give the songs their style) <ul style="list-style-type: none"> • The lyrics: what the songs are about • Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre) • Identify the structure of the songs (intro, verse, chorus etc.) • Name some of the instruments used in the songs • The historical context of the songs. What else was going on at this time, musically and historically? • Know and talk about that fact that we each have a musical identity • <div style="display: flex; justify-content: space-around; align-items: center;">   </div>		
Musical skills and knowledge	<p>Games:</p> <ul style="list-style-type: none"> • How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music • How to keep the internal pulse • Musical Leadership: creating musical ideas for the group to copy or respond to <p>Singing:</p> <ul style="list-style-type: none"> • To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. • To know about the style of the songs so you can represent the feeling and context to your audience To choose a song and be able to talk about: • Its main features • Singing in unison, the solo, lead vocal, backing vocals or rapping • To know what the song is about and the meaning of the lyrics • To know and explain the importance of warming up your voice <p>Playing:</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>Improvisation:</p> <div style="text-align: right;">  </div>		

	<ul style="list-style-type: none"> ● Improvisation is 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. ● To know that using one, two or three notes confidently is better than using five ● To know that if you improvise using the notes you are given, you cannot make a mistake ● To know that you can use some of the riffs and licks you have learnt in the Challenges in your improvisations ● To know three well-known improvising musicians <p>Composition:</p> <ul style="list-style-type: none"> ● A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. ● A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure ● Notation: recognise the connection between sound and symbol <ul style="list-style-type: none"> ●
Performing	<p>Performing is sharing music with other people, an audience</p> <ul style="list-style-type: none"> ● A performance doesn't have to be a drama! It can be to one person or to each other ● You need to know and have planned everything that will be performed ● You must sing or rap the words clearly and play with confidence ● A performance can be a special occasion and involve an audience including of people you don't know ● It is planned and different for each occasion ● It involves communicating feelings, thoughts and ideas about the song/music 
Enrichment	<ul style="list-style-type: none"> ● Carol Concert







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