

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Units</b>	Christmas Nativity  Our World  Big Bear Funk	Hey You!  In the Groove  Your Imagination	Zootime  Friendship Song  Reflect, Rewind and Review	Recorder Course  Dragon Song  Bringing Us Together	Mamma Mia  Lean On Me  Reflect, Rewind and Review	Ukulele Course  Classroom Jazz 1  The Fresh Prince of Bel Air	Happy  Reflect, Rewind and Review  Beatboxing Course
<b>Unit themes</b>	Seasonal festive performance  Exploring nature, focused on nursery rhymes  A transition unit that prepares children for music learning in Y1-6	How pulse, rhythm and pitch work together  How to be in the groove with different styles of music  Using your imagination	Reggae and animals  A song about being friends  The history of music, look back and consolidate your learning, learn some of the language of music	Learning to play an instrument  Music from around the world, celebrating our differences and being kind to one another  Disco, friendship, hope and unity	Creating rhythm patterns  Soul/Gospel music and helping one another  The history of music, look back and consolidate your learning, learn some of the language of music	Learning to play an instrument  Jazz and Improvisation  Old school hip-hop	Being happy!  The history of music, look back and consolidate your learning, learn some of the language of music  Learning to beatbox
<b>Instruments</b>	Vocals Percussion	Vocals Percussion Glockenspiels	Vocals Percussion Glockenspiels Recorders	Vocals Percussion Glockenspiels Recorders	Vocals Percussion Glockenspiels Recorders Ukuleles	Vocals Percussion Glockenspiels Recorders Ukuleles	Vocals Percussion Glockenspiels Recorders Ukuleles Beatboxing
<b>Musical Genres</b>	Nursery Rhymes, Funk	Hip hop, Blues, Baroque, Latin, Bhangra, Folk and Funk, Pop	Reggae, Pop, Classical	Pop, Disco	Pop, Gospel, Classical	Jazz, Hip Hop	Pop/Neo soul, Classical, Rap, Beatboxing
<b>Key Composers / Artists</b>	Robbie Williams Gustav Holst Marvin Gaye Gene Kelly James Brown Earth, Wind and Fire Incognito	Will Smith MC Hammer Handel Ricky Martin Ronan Hardiman (Irish) BB King JR Rahman (Bollywood) Monkeys (Aladdin) (Mary Poppins)	UB40 Jimmy Cliff Bruno Mars Randy Newman Peer Gynt (Romantic) Tchaikovsky (Romantic) J. S. Bach (Baroque) Kraftwerk	Birdsong (Chinese Folk Music) Vaishnava Java (Hindu song) Traditional Turkish Tune Aitutaki Drum Dance (Polynesia) Zebaidir Song (Sudan) Chaka Khan Rose Royce Sister Sledge	Abba Beyonce Beethoven Handel (Baroque) Beethoven (Romantic) Wagner (Romantic) Gershwin (20 <sup>th</sup> century)	Stan Getz (Swing) Woody Herman Ben Webster De La Soul Fugees The Sugarhill Gang	Pharrell Williams The Carpenters Frank Sinatra Katrina and the Waves The other day a shepherdess was sitting (Traditional – early music) Jean-Baptiste Lully (Baroque) Mozart (Classical) Schubert (Romantic) Hindemith (20 <sup>th</sup> century)
<b>KEY CONCEPTS Listen &amp; Appraise</b>	- Use the music to move imaginatively - Follow and copy instruction moving to the music	- To know what familiar songs are about - To know and recognise the sound and names of some of the instruments used - To learn how to enjoy moving to music by dancing, marching, being animals or pop stars	- To know some songs have a chorus or a response part - To know songs have a musical style - To learn how songs can tell a story or describe an idea	- To know the style of 3 songs	- To know 3 songs from memory, who sang and who wrote them - To identify style indicators of a the style of music - To use musical words when talking about songs	- To talk about these elements of 2 songs from the same style: * style indicators * lyrics * musical dimensions * sections (introduction, verse, chorus etc) * the instruments heard * historical context of the songs, what else was going on at the time historically	- To talk about these elements of 3 songs from the same style: * style indicators * lyrics * musical dimensions * sections (introduction, verse, chorus etc) * the instruments heard * historical context of the songs, what else was going on at the time historically and musically - Know and talk about the fact we each have a musical identity

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				<ul style="list-style-type: none"> <li>- To talk about these elements of a known song:               <ul style="list-style-type: none"> <li>* lyrics</li> <li>* musical dimensions</li> <li>* sections (introduction, verse, chorus etc)</li> <li>* the instruments heard</li> </ul> </li> <li>- To identify and move to a pulse</li> <li>- To discuss how the song makes them feel</li> <li>- Listen carefully and respectfully to other people's thoughts about the music</li> </ul>	<ul style="list-style-type: none"> <li>- To know 3 songs from memory, who wrote them, when and why</li> <li>- To know the style of the 3 learned songs and to name other songs from that style</li> <li>- To identify and move to the pulse with ease</li> <li>- To think about the message of songs</li> <li>- To compare 2 songs of the same style</li> </ul>		
<b>Games</b>		<ul style="list-style-type: none"> <li>- To know that music has a steady pulse, like a heartbeat</li> </ul>	<ul style="list-style-type: none"> <li>- To know rhythms are different from the steady pulse</li> </ul>	<ul style="list-style-type: none"> <li>- To know every piece of music has a steady pulse</li> </ul>	<ul style="list-style-type: none"> <li>- To internalise the pulse</li> </ul>	<ul style="list-style-type: none"> <li>- Copy back 2 note riffs using simple and syncopated rhythm patterns</li> <li>- Copy back 3 note riffs by ear and with notation</li> <li>- To know how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song</li> </ul>	
		<ul style="list-style-type: none"> <li>- To know that we can create rhythms from words: our names, favourite food, colours and animals</li> <li>- To find the pulse</li> <li>- To listen to a rhythm and clap back</li> <li>- To copy a short, rhythmic phrase based on words whilst marching to a steady beat</li> <li>- Create rhythms for others to copy</li> <li>- Listen and sing back using 'la' whilst marching to a steady beat</li> </ul>	<ul style="list-style-type: none"> <li>- To know how pulse, rhythm and pitch work together to create a song</li> <li>- Lead the class using simple rhythms</li> <li>- Copy rhythms back with instruments, and without notation</li> </ul>				
<b>Singing</b>	<ul style="list-style-type: none"> <li>- Learn and sing 5 nursery rhymes from memory</li> </ul>	<ul style="list-style-type: none"> <li>- To confidently sing or rap 3 songs from memory and sing them in unison</li> </ul>	<ul style="list-style-type: none"> <li>- To know unison means everyone singing at the same time</li> <li>- To know why we need to warm up our voices</li> <li>- To find a comfortable singing position</li> </ul>	<ul style="list-style-type: none"> <li>- To listen to others in your choir when singing</li> <li>- To have an awareness of the pulse internally when singing</li> </ul>	<ul style="list-style-type: none"> <li>- Texture: to know how a solo singer makes a thinner texture than a large choir</li> <li>- To rejoin the song if lost</li> <li>- To explore singing a solo</li> </ul>	<ul style="list-style-type: none"> <li>- To enjoy exploring singing solo</li> <li>- To listen to the group when singing</li> </ul>	<ul style="list-style-type: none"> <li>- To know the style of the songs so you can represent the feeling and context to your audience</li> </ul>
		<ul style="list-style-type: none"> <li>- To make different types of sounds with the voice e.g. rapping or speaking in rhythm</li> <li>- To follow a conductor to start and stop singing at the right time</li> <li>- To sing notes of different pitch</li> </ul>	<ul style="list-style-type: none"> <li>- To know that singing in a group is called a choir</li> <li>- To know the conductor is someone the choir follows</li> <li>- To know songs can make you feel different things</li> <li>- To sing in unison and in simple two-parts</li> <li>- To sing with good posture</li> <li>- To follow conductor when singing</li> <li>- To sing with awareness of being in tune</li> </ul>	<ul style="list-style-type: none"> <li>- To confidently sing learned songs with a strong internal pulse</li> <li>- To discuss the following about a learned song:               <ul style="list-style-type: none"> <li>* its main features</li> <li>* singing in unison, solo, lead vocal, backing vocals</li> <li>* lyrics</li> </ul> </li> <li>- Explain the importance of warming up your voice</li> <li>- To sing in unison and to sing backing vocals</li> <li>- To listen to each other and be aware of how you fit into the group</li> </ul>			
<b>Playing</b>			<ul style="list-style-type: none"> <li>- Play the part in time with the steady pulse</li> </ul>	<ul style="list-style-type: none"> <li>- To be able to talk about the instruments used in class (glockenspiel and recorder)</li> </ul>	<ul style="list-style-type: none"> <li>- To be able to talk about the instruments used in class (glockenspiel and recorder) and other instruments members of the class might play</li> <li>- To experience leading the playing to make sure everyone plays at the right time</li> </ul>	<ul style="list-style-type: none"> <li>- To write the notes (C, D, E, F, G, A, B, C) on a treble stave</li> </ul>	<ul style="list-style-type: none"> <li>- To write the notes (C, D, E, F, G, A, B, C) on a treble stave using staff notation</li> </ul>
		<ul style="list-style-type: none"> <li>- Learn the names of the notes in their instrumental part from memory or when written down</li> <li>- To learn the names of the instruments they are playing</li> <li>- Treat instruments carefully and with respect</li> </ul>	<ul style="list-style-type: none"> <li>- To play a part from memory or using notation</li> <li>- To rehearse and perform</li> </ul>	<ul style="list-style-type: none"> <li>- To be able to talk about some of the instruments that might be played in an orchestra or band</li> <li>- To be able to talk about different ways of writing music down</li> <li>- Play an instrument with the correct technique</li> <li>- To lead a rehearsal session</li> </ul>			

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		<ul style="list-style-type: none"> <li>- Play a tuned instrumental part with the song performed</li> <li>- Listen to and follow musical instructions from a leader</li> </ul>			
<b>Improvisation</b>		<ul style="list-style-type: none"> <li>- To know improvisation is about making up your own tunes on the spot</li> <li>- To know someone's improvisation is not written down, but belongs to them</li> <li>- To listen and clap your own rhythm of words back</li> <li>- To use instruments or voices to play back your own answer using 1 or 2 notes</li> </ul>	<ul style="list-style-type: none"> <li>- To improvise using instruments in the context of the learned song</li> </ul>	<ul style="list-style-type: none"> <li>- To know you can use some of the riffs you heard in the Unit in your improvisations</li> </ul>	<ul style="list-style-type: none"> <li>- Improvise with a feeling for the style of Bossa Nova and Swing</li> </ul>
				<ul style="list-style-type: none"> <li>- To know using 1 or 2 notes confidently is better than using 5</li> <li>- To know that using the notes you are given, you cannot make a mistake</li> <li>- Improvise using 2 different notes</li> </ul>	<ul style="list-style-type: none"> <li>- To know 3 well-known improvising musicians</li> <li>- Improvise using 3 different notes</li> </ul>
<b>Composition</b>		<ul style="list-style-type: none"> <li>- To help create a simple melody using 1, 2 or 3 notes</li> </ul>	<ul style="list-style-type: none"> <li>- To help create a simple melody using 1, 3, 5 different notes</li> </ul>	<ul style="list-style-type: none"> <li>- To record or notate a composition in different ways (letter names, symbols, audio etc)</li> <li>- Plan and create a section of music that can be performed within the context of a learned song</li> <li>- Talk about how a composition was created</li> <li>- Listen and reflect upon a developing composition, making musical decisions about pulse, rhythm, pitch, dynamics and tempo</li> </ul>	<ul style="list-style-type: none"> <li>- To know a composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure</li> <li>- Recognise the connection between sound and notation symbol</li> <li>- Create simple melodies using up to 5 notes and simple rhythms which match the learned style</li> <li>- Explain the keynote or home note and the structure of the melody</li> <li>- Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song</li> </ul>
		<ul style="list-style-type: none"> <li>- To notate the composition in any way and make changes if necessary</li> </ul>			
<b>Performance</b>		<ul style="list-style-type: none"> <li>- To know a performance is sharing music with an audience</li> <li>- To perform a song, adding own ideas to it</li> <li>- To record a performance and say how they feel about it</li> </ul>	<ul style="list-style-type: none"> <li>- To know the need to have everything planned for a performance</li> </ul>	<ul style="list-style-type: none"> <li>- To know a performance might be planned differently for a different occasion</li> <li>- To perform in a way that captures the audience</li> </ul>	<ul style="list-style-type: none"> <li>- To talk about venue and how to use it to best effect</li> <li>- To record the performance and compare it to a previous performance</li> </ul>
			<ul style="list-style-type: none"> <li>- To perform lyrics clearly and confidently</li> <li>- To know a performance communicates feelings, thoughts and ideas about the song / music</li> <li>- To choose what to perform and create a programme</li> <li>- To consider how to stand or sit for a performance</li> <li>- To record a performance and say how they feel about it, what they were pleased with and what they would change</li> </ul>		