

Music	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
2 Year Olds	<p><u>Five Little Monkeys – lesson 1</u> Develops pupils' singing voices.</p> <p>Introduction to loud and quiet.</p>	<p><u>Hello [insert name]! – lesson 2</u> Uses two notes to encourage children to begin pitching.</p> <p>Uses the two notes from Hello song from the previous lesson (E and G) to sing the register.</p>	<p><u>Singing the register – lesson 3</u> Uses the two notes from Hello song from the previous lesson (E and G) to sing the register.</p>	<p><u>Teddy Bear – lesson 4</u> Encourage pupils to create actions that fit each line of the song.</p> <p>Singing in time with the song.</p>	<p><u>Songs to develop a singing voice – lesson 5</u> Recognise and explore how sounds can be changed.</p> <p>Sing simple songs from memory.</p>	<p><u>Numbers – lesson 6</u> Express and communicate their ideas, thoughts and feelings by using a widening range of movement, and a variety of songs and musical instruments.</p>
3-4 Year Olds	<p><u>Some sounds are short – lesson 7</u> Express and communicate their ideas, thoughts and feelings by using a widening range of movement, and a variety of songs and musical instruments.</p>	<p><u>Graphic score – lesson 8</u> Use shapes and symbols in a graphic score to represent the sounds.</p>	<p><u>Whispers – lesson 9</u> Chat well known nursery rhymes.</p> <p>Use hand signals to control volume.</p>	<p><u>Beat and rhythm games – lesson 10</u> Developing a sense of pulse and the ability to keep a steady beat.</p> <p>Whilst singing or listening to favourite songs clap, tap or move to the beat. Make up different actions to perform to the beat of the song.</p> <p>Leader claps a simple rhythm or taps of different body parts and the children must listen, watch and then copy the rhythm.</p>	<p><u>Exploring sounds – lesson 11</u> Opportunity to explore how a variety of sounds are made. Children to use a selection of different materials, objects and instruments.</p>	<p><u>The waves on the sea – lesson 12</u> Express and communicate their ideas, thoughts and feelings by using a widening range of movement, and a variety of songs and musical instruments.</p>

Reception	<p><u>Round and round the garden – lesson 13</u> Express and communicate their ideas, thoughts and feelings by using a widening range of movement, and a variety of songs and musical instruments.</p>	<p><u>Story time – lesson 14</u> Accompany a favourite story with sounds (instrumental, vocal or body). Use sound for key characters, events and moods.</p>	<p><u>Graphic score – lesson 15</u> Use shapes and symbols in your graphic score to represent the sounds. Assign each instrument / sound a symbol.</p>	<p><u>Voice game – lesson 16</u> Recognise and explore how sounds can be changed.</p>	<p><u>How am I played? – lesson 17</u> Recognising what instrument is being played and how it is played.</p>	<p><u>Giraffe and worm – lesson 20</u> Express and communicate their ideas, thoughts and feelings by using a widening range of movement, and a variety of songs and musical instruments. Recognise and explore how sounds can be changed, sing simple songs from memory, recognise repeated sounds and sound patterns, and match movements to music. Use their imagination in art and design, music, dance.</p>
Year 1	<p><u>Tell me a story – unit 1/Christmas Capers unit 7</u> Sing a song in unison. Use pictures to organise sounds. Identify the pulse in a song.</p> <p><u>Listening</u> Rondo alla Turca by Mozart (classical) Mars from <i>The Planets</i> by Holst (20th Century)</p>		<p><u>Changes – unit 4</u> Sings songs in unison and play instruments for a class composition. Write their own song words. Compose a piece of music.</p> <p><u>Listening</u> Art Pop style – Wild Man by Kate Bush Blues – Runaway Blues by Ma Rainey</p>		<p><u>Under the Sea – unit 5</u> Sing songs keeping to the pulse on untuned percussion and play a part in a class composition. Perform simple accompaniments. Develop a basic understanding of music structure. Select appropriate instruments for a task.</p> <p><u>Listening</u> Fanfarra by Sergio Mendes/Carlinhos Brown (Brazil)</p>	
Year 2	<p><u>Fire! Fire! Unit 2/Christmas – unit 7</u> Select, organise and combine sounds to perform and discuss the expressive impact. Understand that symbols can be used to represent and organise sound in new ways.</p>		<p><u>Whatever the Weather – unit 4</u> Sing in unison keeping to a steady pulse: play a rhythm on percussion; identify sound as loud or quiet. Symbols can represent sounds.</p>		<p><u>Down in the Jungle – Unit 5</u> Recognise that the chorus is repeated, select sounds to be played for a piece and follow symbols on a grid. Select, organise and order sounds to perform. Use graphic scores. Understand that symbols can be used to represent specific</p>	

	<p>Listening Night Ferry by Anna Clyne (21st Century) Bolero by Ravel (20th Century)</p>	<p>Listening Rock n Roll – Hound Dog by Elvis Presley Pop – With a Little Help from My Friends by The Beatles</p>	<p>sounds.</p> <p>Listening Baris by Gong Kebyar of Peliatan (Indonesia, Gamelan)</p>
Year 3	<p>Music from the movies – Unit 1 Able to describe how a musical theme matches a character. Explain how different musical elements can be used – timbre. Identify repeated musical theme. Build layers on a graphic score. Use graphic scores to reflect mood, themes, movement and characters.</p> <p>Listening Hallelujah Handel’s Messiah (Baroque) Night on a Bare Mountain by Mussorgsky (Romantic) Jai Ho by A. R. Rahman (21st Century)</p>	<p>Stone Age - Unit 4 Able to produce a simple rhythm and suggest lyrics to match a given rhythm. Select, organise and order sounds to perform. Matching words to rhythms and vice versa. Understand that music can be represented using graphic notation.</p> <p>Listening I got you by James Brown (Funk)</p>	<p>Meet and Greet – Unit 6 Play and sing simple parts collaboratively. Perform simple parts with expression and awareness of rhythm. To compose a short piece of music with a given structure. When listening use the correct vocab for each musical dimension. Understand rhythms can be notates on simple grids.</p> <p>Listening Sahela Re by Kishori Amonkar (India)</p>
Year 4	<p>Folk lessons with Love Music Trust To be able to learn and perform a range of rhythms and songs.</p> <p>Listening Symphony No. 5 by Beethoven (Classical) O Euchari by Hildegard (early) could contrast it with The Beloved Sun Rising For the Beauty of the Earth by Rutter (20th Century)</p>	<p>Paint a Picture – Unit 3 Identify how music creates effect for the listener. Recognise how patterns fit together including rests. When listening to music identify how different effects are created by the combination of sounds used. Evaluate different styles of music and describe using musical vocab.</p> <p>Listening Take the A train by Duke Ellington Orchestra (Jazz) Wonderwall by Oasis (90s indie)</p>	<p>Say Hello, Wave Goodbye – Unit 6 Perform their own part in a rap. Recognise and explain the difference between pulse and rhythm. Sing or play with an awareness of different parts. Understand how sounds combine and create different moods, effects and feelings.</p> <p>Listening Bhabiye Akh Larr Gayee by Bhujhangy Group (Bhangra Punjab/UK) Tropical Bird/Yellow Bird Tropical Steel Band (Trinidad)</p>

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Year 5</p>	<p><u>Dance Loops – Anna Meredith – Unit 1</u> Understand how loops can be used to structure a piece of music. To perform confidently as a part of a musical ensemble maintain an independent part with an awareness of its contribution to the musical whole. To begin to read and play with formal notation. To understand how sounds combine and create different effects, modes and feelings.</p> <p><u>Listening</u> English Folk Song Suite by Vaughn Williams (20th Century) Symphonic Variations on an African Air by Coleridge-Taylor (20th Century) This Little Babe from Ceremony of Carols by Britten (20th Century)</p>	<p><u>Samba – Unit 2</u> Perform rhythmic patterns confidently with control in a small group. Maintain a part within a performance showing awareness of its contribution to the broader piece. Compose rhythms in basic and extended time group. Identify how different effects are created but the combination of sounds used. To explain how different parts work together to reflect a mood, culture or sense of occasion.</p> <p><u>Listening</u> Play Dead by Bjork (90s singer/song writer) Smalltown Boy by Bronski Beat (80s synth/pop)</p>	<p><u>Improvising Colours – Unit 5</u> Be able to improvise in simple ways. Perform by ear and explain how changes in performance affect mood, character and sense in improvised music. Use rhythms and scales to create improvised patterns. Identify and use melodies based around major and minor scales. Explain how different parts of a piece work together to reflect a mood or atmosphere.</p> <p><u>Listening</u> Jin-Go-La-Ba by Babatunde Olatunji (Nigeria) Inkanyezi Nezazi by Ladysmith Black Mambazo (South Africa)</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Year 6</p>	<p><u>Codebreakers – Unit 1</u> Use basic codes to produce various forms of musical material including rhythms and melodies. To compose rhythms and melodies with various forms and structures. To perform by ear and by using different forms of notation. To identify how specific techniques and devices contribute to the impact of a piece. To explain how different parts of a piece work together.</p> <p><u>Listening</u> 1812 Overture by Tchaikovsky (Romantic)</p>	<p><u>Your Song – Unit 5</u> Perform with control and sensitivity with some pupils leading and supporting others. Create music with multiple sections that include repetition and contrast. Use chord changes as part of a sequence which may be improvised. Compose an extended melodic phrase using the learnt scale e.g. pentatonic / blues scale. Begin to identify melodies built around major and minor melodies and their associated keys. Develop a cultural respect and celebrate differences in the music listened to.</p> <p><u>Listening</u> Say my Name by Destiny's Child (90s RnB)</p>	<p><u>Lights, Camera, Action! – Unit 6</u> Pupils will have helped create and participated in the performance of a multimedia production. To plan a performance to suit a given occasion, venue and purpose, explaining the effects achieved. To understand how music and sound reflect a given occasion or context. To evaluate choices for a performance and composition and justify them in appropriate vocab.</p> <p><u>Listening</u> Sprinting Gazelle by Reem Kelani (Middle East Folk)</p>

	Connect It by Anna Meredith (21 st Century)		Sea Shanties (England Folk) Mazurkas Op.24 by Chopin (Poland Folk) Libertango by Piazzolla (Argentina Tango)
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