	Music Overview					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	Me and My Community Match it -Listen with increased attention to sounds. Familiar Rhymes - Remember and sing well known rhymes and songs in a small group. - Begin to sing the melody, pitch and tone of well-known nursery rhymes and songs. -	Once upon a time Whose been eating my porridge? - Engage in conversations about stories and explore the meanings of new words that they hear in stories, rhymes and poems. -	Starry Night Lullabies - Remember and sing well known rhymes and songs in a small group. - Listen to different music and songs and say what they like or dislike. Bedtime Routine - Listen with increased attention to sounds.	Dangerous Dinosaurs Move like a ... - Remember and sing well known rhymes and songs in a small group. - Listen to stories and rhymes in a small group. - Experiment with different ways of moving the body and begin to remember sequences and patterns of movement related to music and rhythm. Uses large muscle movements to wave flags and streamers. Dinosaur Island - Remember and sing well known rhymes and songs in a small group.	Sunshine and Sunflowers How does your garden grow? - Begin to sing the melody, pitch and tone of well-known nursery rhymes and songs. - Explore the different sounds that instruments and their voices can make to create simple compositions.	Big Wide World
Reception	Familiar Rhymes - Sing well-known songs and nursery rhymes in a group or on their own, increasingly matching the pitch and following the melody.	Sing-a-long - Sing well-known songs and nursery rhymes in a group or on their own, increasingly matching the pitch and following the melody. - Learn and sing songs and rhymes as part of a larger group.	Lullabies -Listen to a variety of music, rhymes and songs, paying attention to how they sound and sharing their opinions. - Sing well-known songs and nursery rhymes in a group or on their own, increasingly matching the pitch and following the melody. - Learn and sing songs and rhymes as part of a larger group. Classical Lullaby - Move energetically and repeatedly, with improved fluency, control and grace when dancing and moving in time to music. -Explore ways to create simple rhythms and sound effects using found objects, percussion instruments and their voices. - Listen to a variety of music and talk about how it makes them feel. Tessy Bear Can't Sleep - Learn and sing songs and rhymes as part of a larger group.	Turtles -Learn and sing songs and rhymes as part of a larger group. - Sing well-known songs and nursery rhymes in a group or on their own, increasingly matching the pitch and following the melody.	How does your garden grow? - Learn and sing songs and rhymes as part of a larger group. - Listen to a variety of music, rhymes and songs, paying attention to how they sound and sharing their opinions.	Say Hello - Learn and sing songs and rhymes as part of a larger group. - Listen to a variety of music and talk about how it makes them feel. - Sing well-known songs and nursery rhymes in a group or on their own, increasingly matching the pitch and following the melody.

Year 1	Hey You (Style: Old school hiphop) <ul style="list-style-type: none"> To compose your own rap. Listen and appraise. To understand how pulse, rhythm and pitch work together. To know what the terms ‘pulse’, ‘rhythm’ and ‘pitch’ mean. 	Performance and production <ul style="list-style-type: none"> Learn and perform nativity songs and Christmas carols Effectively practise, rehearse & present performances to audiences with a growing awareness of the people watching. 	Rhythm in the Way We Walk & The Banana Rap (Style: Reggae) <ul style="list-style-type: none"> Explore pulse, rhythm and pitch. Explore rapping, dancing and singing. Singing – Christmas production. KLP: Learn to sing and use their voices. Perform to music. Learn to sing in a choir context. 	Round and Round (Style: Bossanova) <ul style="list-style-type: none"> To identify pulse, rhythm and pitch in different styles of music. 	Your Imagination (Style: Pop) <ul style="list-style-type: none"> To listen to a piece of music. To know and recognise the sound and names of some instruments. 	Reflect, Rewind and Replay (Style: Classical) <ul style="list-style-type: none"> The history of music. To learn some of the language related to music.
Year 2	Hands, Feet and Heart <ul style="list-style-type: none"> Find the pulse of a piece of music and recognise it is the heartbeat of the song. Recognise instruments that they can hear in a piece of music Create simple rhythms recognising this is different to the pulse Use a glockenspiel to play G, A and C during an instrumental section of music. 	Performance and production <ul style="list-style-type: none"> Learn and perform nativity songs and Christmas carols Effectively practise, rehearse & present performances to audiences with a growing awareness of the people watching. 	I Wanna Play in a Band <ul style="list-style-type: none"> Copy and clap back rhythms. Make up your own rhythms and perform to a group. Playing instruments using up to three notes F or D and C. Perform as a class and introduce your performance to an audience. 	Recorder <ul style="list-style-type: none"> Read music Follow and repeat a pattern Hold instruments using the correct techniques with respect Understand the pulse and internalise it when listening to a piece of music 	Friendship Song <ul style="list-style-type: none"> Move to the pulse and rhythm of the music. Sing in two parts in groups and as a class. Play the glockenspiel using C, E and G. Compose a simple melody using simple rhythms, choosing from the notes C + D or C, D or E. 	Reflect, Rewind and Replay <ul style="list-style-type: none"> Revisit songs and musical activities, a Listen and appraise classical music Play instruments with a song Improvise using voices and instruments
Year 1 & 2 Knowledge & Skills	<p>Listen and Appraise Skills</p> <p>-To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</p> <p>-To learn how songs can tell a story or describe an idea.</p> <p>Games Skills</p> <p>-There are progressive Warm-up Games and Challenges within each Unit that embed pulse, rhythm and pitch. Children will complete the following in relation to the main song:</p> <p>-Game 1 – Have Fun Finding the Pulse! Find the pulse. Choose an animal and find the pulse.</p> <p>-Game 2 – Rhythm Copy Back Listen to the rhythm and clap back. Copy back short rhythmic phrases based on words, with one and two syllables whilst marching the steady beat.</p> <p>-Game 3 – Rhythm Copy Back, Your Turn Create rhythms for others to copy.</p> <p>-Game 4 – Pitch Copy Back and Vocal Warm-up 1 Listen and sing back. Use your voices to copy back using ‘la’, whilst marching the steady beat.</p> <p>-Game 4a – Pitch Copy Back and Vocal Warm-up 2 Listen and sing back, and some different vocal warm-ups. Use your voices to copy back using ‘la’.</p> <p>Singing Skills</p> <p>-Learn about voices singing notes of different pitches (high and low).</p> <p>-Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm).</p> <p>-Learn to find a comfortable singing position.</p> <p>-Learn to start and stop singing when following a leader.</p>					

Playing Skills

- Treat instruments carefully and with respect.
- Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part).
- Play the part in time with the steady pulse.
- Listen to and follow musical instructions from a leader.

Improvisation Skills

- Use the improvisation tracks provided. Improvise using the three challenges:
 1. Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words).
 2. Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes.
 3. Improvise! – Take it in turns to improvise using one or two notes.

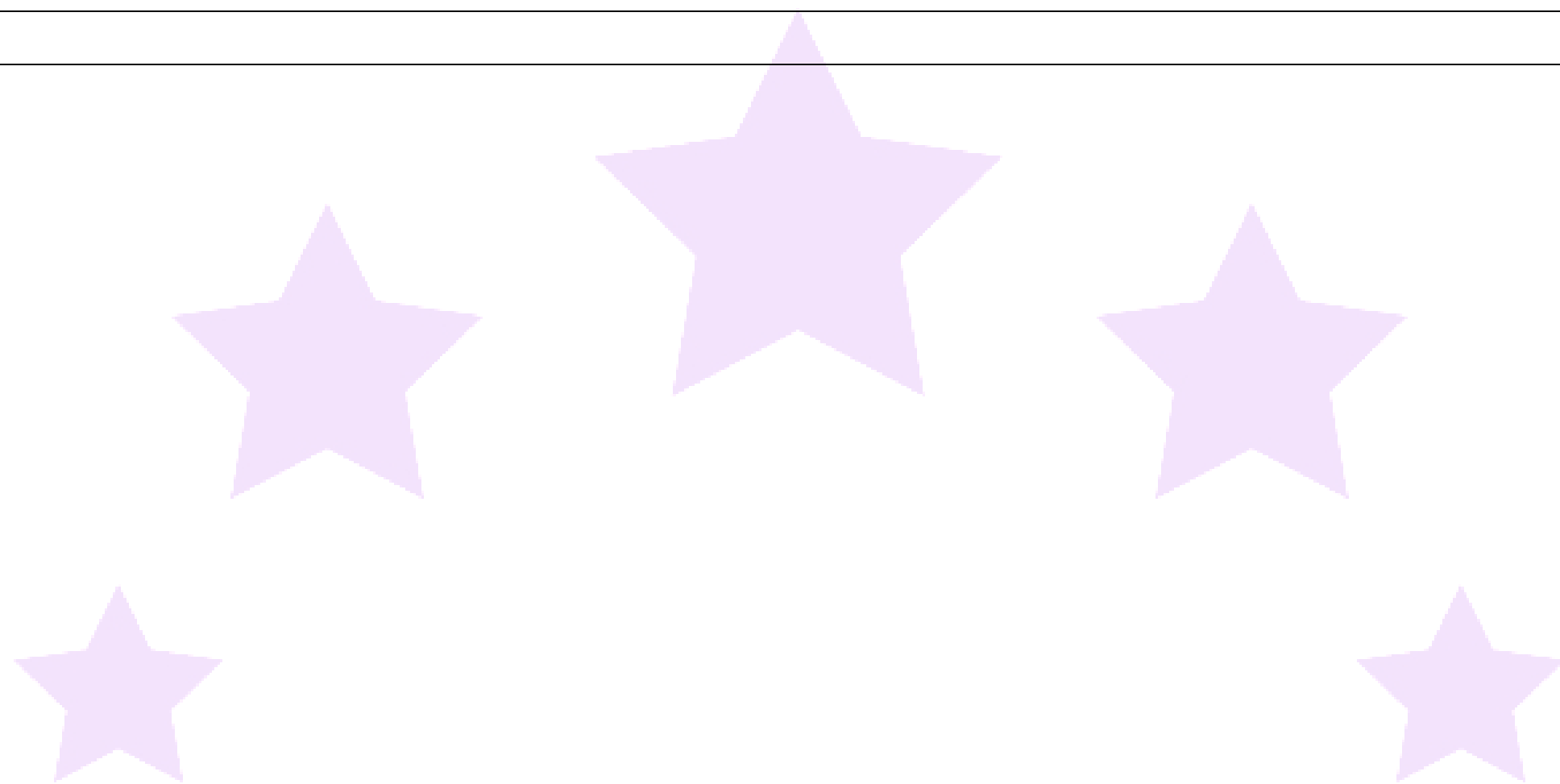
Composition Skills

- Help create three simple melodies with the Units using one, three or five different notes.
- Learn how the notes of the composition can be written down and changed if necessary.

Performance Skills

- Choose a song they have learnt from the Scheme and perform it.
- They can add their ideas to the performance.
- Record the performance and say how they were feeling about it.

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