

<u>Unit: Rhymes and Jingles</u>		<u>Reception</u>
<u>Key Knowledge and Skills to consider/Learning Objectives</u> - To find a singing voice - To use their own voice confidently - To remember short songs and sounds - To sing with an awareness of other performances - To be able to accompany a song or chant	<u>National Curriculum references:</u> - Use their voices expressively and creatively by singing songs and speaking chants and rhythms - listen with concentration and understanding to recorded music	
	<u>Skills covered this unit:</u> - Singing songs with control and using the voice - Listening memory and movement - Controlling pulse and rhythm	

<u>Unit: Nursery rhymes</u>		<u>Reception</u>
<u>Key Knowledge and Skills to consider/Learning Objectives</u> - To repeat patterns of sounds - To explore different sounds sources - To respond physically when performing music	<u>National Curriculum references:</u> - Play tuned and untuned instruments - Experiment with, create, select and combine sounds using the inter-related dimensions of music. <u>Listen with concentration to recorded and live music</u>	
	<u>Skills covered this unit:</u> - Listening memory and movement - Exploring sounds, melody and accompaniment	

<u>Unit: Everyone!</u>		<u>Reception</u>
<u>Key Knowledge and Skills to consider/Learning Objectives</u> - To show an awareness of how instruments are played - To make sounds using classroom instruments - To play untuned instruments - To use long and short sounds	<u>National Curriculum references:</u> - Play tuned and untuned instruments - Experiment with, create, select and combine sounds using the inter-related dimensions of music.	
	<u>Skills covered this unit:</u> - Exploring sounds, melody and accompaniment - Control of instruments - Reading and writing notation	

<u>Unit: Our world</u>		<u>Reception</u>
<u>Key Knowledge and Skills to consider/Learning Objectives</u> - To explore different sound sources - To create long and short sounds - To perform in front of others	<u>National Curriculum references:</u> - Use their voices expressively and creatively by singing songs - Experiment with, create, select and combine sounds using the inter-related dimensions of music.	
	<u>Skills covered this unit:</u> - Composition - Reading and writing notation - Performance skills, evaluating and appraising	

<u>Unit: Big Bear Funk</u>		<u>Reception</u>
<u>Key Knowledge and Skills to consider/Learning Objectives</u> - To understand fast and slow - To make sounds using classroom instruments - To begin to name classroom instruments	<u>National Curriculum references:</u> - Play tuned and untuned instruments musically - Experiment with, create, select and combine sounds using the inter-related dimensions of music.	
	<u>Skills covered this unit:</u> - Controlling pulse and rhythm - Composition - Exploring sounds, melody and accompaniment	

<u>Unit: Reflect, rewind and replay</u>		<u>Reception</u>
<u>Key Knowledge and Skills to consider/Learning Objectives</u> - To make sounds using classroom instruments - To contribute to the creation of a class contribution - To show an awareness for others while performing	<u>National Curriculum references:</u> - Play tuned and untuned musically - Experiment with, create, select and combine sounds using the inter-related dimensions of music. - Use their voices expressively and creatively by singing songs and speaking chants and rhythms	
	<u>Skills covered this unit:</u> - Composition - Performance skills, evaluating and appraising	

<u>Unit: Hey you!</u>		<u>Year 1</u>
<u>Key Knowledge and Skills to consider/Learning Objectives</u> - To sing with a sense of awareness of pulse - To sing with control of rhythm - To play untuned instruments - To create long and short sounds using classroom instruments	<u>National Curriculum references:</u> - Use their voices expressively and creatively by singing songs and speaking chants and rhythms - Play tuned and untuned instruments	
	<u>Skills covered this unit:</u> - Singing songs with control and using the voice - Control of instruments - Recording and writing notation	

<u>Unit: Rhythm in the way you walk/Banana rap</u>		<u>Year 1</u>
<u>Key Knowledge and Skills to consider/Learning Objectives</u> - To respond physically when performing music - To identify the pulse of a song - To join in with the pulse as it gets faster and slower - To play instruments in different ways	<u>National Curriculum references:</u> - Experiment with, create, select and combine sounds using the inter-related dimensions of music. - Play tuned and untuned instrument - Listen with concentration and understanding to a range of high quality recorded music	
	<u>Skills covered this unit:</u> - Listening, memory and movement - Controlling rhythm and pulse - Control of instruments	

<u>Unit: In the groove</u>		<u>Year 1</u>
<u>Key Knowledge and Skills to consider/Learning Objectives</u> - To identify and name classroom instruments - To identify different sound sources	<u>National Curriculum references:</u> Play tuned and untuned instrument	
	<u>Skills covered this unit:</u> - Exploring sounds, melody and accompaniment - Listening, memory and movement	

<u>Unit: Round and Round</u>		<u>Year 1</u>
<u>Key Knowledge and Skills to consider/Learning Objectives</u> - To accompany a chant song by clapping the rhythm - To perform long and short sounds in response to a stimulus	<u>National Curriculum references:</u> - Use their voices expressively and creatively by singing songs and speaking chants and rhythms - Experiment with, create, select and combine sounds using the inter-related dimensions of music.	
	<u>Skills covered this unit:</u> - Controlling rhythm and pulse - Reading and writing notation	

<u>Unit: In your imagination</u>		<u>Year 1</u>
<u>Key Knowledge and Skills to consider/Learning Objectives</u> - To identify how different sounds can give a message - To perform and be part of an audience	<u>National Curriculum references:</u> - Experiment with, create, select and combine sounds using the inter-related dimensions of music. - Use their voices expressively and creatively by singing songs and speaking chants and rhythm.	
	<u>Skills covered this unit:</u> - Exploring sounds, melody and accompaniment - Performance skills, evaluating and appraising	

<u>Unit: Reflect, rewind and replay</u>		<u>Year 1</u>
<u>Key Knowledge and Skills to consider/Learning Objectives</u> - To follow instructions that combine the musical element - To identify how different sounds can give a message	<u>National Curriculum references:</u> - 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.	
	<u>Skills covered this unit:</u> - Performance skills, evaluating and appraising - Reading and writing notation	

<u>Unit: Hands, feet, heart</u>		<u>Year 2</u>
<u>Key Knowledge and Skills to consider/Learning Objectives</u> - To recognise phrase length and to know when to breathe - To respond physically when composing music - To follow pitch movements with their hands - To use high, low and middle voices	<u>National Curriculum references:</u> - Experiment with, create, select and combine sounds using the inter-related dimensions of music. - Use their voices expressively and creatively by singing songs and speaking chants and rhythms	
	<u>Skills covered this unit:</u> - Singing songs with control and using the voice expressively - Listening memory and movement	

<u>Unit: Ho, ho, ho</u>		<u>Year 2</u>
<u>Key Knowledge and Skills to consider/Learning Objectives</u> - To identify long and short sounds in music - To create sound effects	<u>National Curriculum references:</u> - Experiment with, create, select and combine sounds using the inter-related dimensions of music - Play tuned and untuned instruments	
	<u>Skills covered this unit:</u> - Controlling pulse and rhythm - Control of instruments	

<u>Unit: I want to play in a band</u>		<u>Year 2</u>
<u>Key Knowledge and Skills to consider/Learning Objectives</u> - To create and choose sounds in response to a given stimulus - To identify different groups of instruments - To create sound effects	<u>National Curriculum references:</u> - Listen with concentration and understanding to a range of high quality live and recorded music - Play tuned and untuned instruments	
	<u>Skills covered this unit:</u> - Exploring sounds, melody and accompaniment - Control of instruments - Composition	

<u>Unit: Zoo time</u>		<u>Year 2</u>
<u>Key Knowledge and Skills to consider/Learning Objectives</u> - To accompany a chant or song by clapping the pulse - To respond physically when appraising music - To identify well-defined musical features	<u>National Curriculum references:</u> - Use their voices expressively and creatively by singing songs and speaking chants and rhythms - Listen with concentration and understanding to a range of high quality live and recorded music	
	<u>Skills covered this unit:</u> - Controlling pulse and rhythm - Listening, memory and movement	

<u>Unit: Friendship song</u>		<u>Year 2</u>
<u>Key Knowledge and Skills to consider/Learning Objectives</u> - To recognise the need for performance and audiences - To use high, low and middle voices	<u>National Curriculum references:</u> - Use their voices expressively and creatively by singing songs and speaking chants and rhythms - Experiment with, create, select and combine sounds using the inter-related dimensions of music	
	<u>Skills covered this unit:</u> - Listening, memory and movement - Performance skills, evaluating and appraising	

<u>Unit: Reflect, rewind and replay</u>		<u>Year 2</u>
<u>Key Knowledge and Skills to consider/Learning Objectives</u> - To play and sing a noted phrase - To investigate how different sounds can give a message - To play instruments in different ways	<u>National Curriculum references:</u> - Play tuned and untuned instruments - Experiment with, create, select and combine sounds using the inter-related dimensions of music.	
	<u>Skills covered this unit:</u> - Reading and writing notation - Composition - Control of instruments	

<u>Unit: Three Little Birds</u>		<u>Year 3</u>
<u>Key Knowledge and Skills to consider/Learning Objectives</u> - To begin to sing with control of pitch - To recognise rhythmic pulse - To select appropriate instruments - To perform in different ways and in different situations	<u>National Curriculum references:</u> - Listen with attention to detail and recall sounds with increasing aural memory - Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression - Appreciate and understand a wide range of high-quality live recorded music drawn from great musicians	
	<u>Skills covered this unit:</u> - Singing songs with control and using the voice expressively - Controlling pulse and rhythm - Control of instruments - Performance skills, evaluating and appraising	

<u>Unit: Bringing us Together</u>		<u>Year 3</u>
<u>Key Knowledge and Skills to consider/Learning Objectives</u> - To sing with awareness of rhythm and pulse - To perform a repeated pattern to use a steady pulse - To create music that describes contrasting moods and emotions	<u>National Curriculum references:</u> - 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	
	<u>Skills covered this unit:</u> - Singing songs with control and using the voice expressively - Controlling pulse and rhythm - Composition	

Unit: Trumpets (Lancashire wider music opportunities)

Year 3

Key Knowledge and Skills to consider/Learning Objectives

- To explore and performing different types of accompaniment
- To create music that describes contrasting moods
- To create music that describes contrasting emotions
- To make their own symbols for notation
- To explore the way that performers are a musical resource

National Curriculum references:

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- Use and understand staff and other musical notations
- Listen with attention to detail and recall sounds with increasing aural memory

Skills covered this unit:

- Exploring sounds, melody and accompaniment
- Composition
- Reading and writing notation
- Performance skills, evaluating and appraising

<u>Unit: Mamma Mia</u>		<u>Year 4</u>
<u>Key Knowledge and Skills to consider/Learning Objectives</u> • To sing with awareness of pulse and rhythm • To create sequences of movements in response to sounds • To recognise rhythmic patterns • To identify and recall rhythmic and melodic patterns • To identify melodic phrases	<u>National Curriculum references:</u> • 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	
	<u>Skills covered this unit:</u> • Singing songs with control and using the voice expressively • Listening, memory and movement • Controlling rhythm and pulse • Exploring sounds, melody and accompaniment • Control of instruments	

<u>Unit: Reflect, rewind and replay</u>		<u>Year 4</u>
<u>Key Knowledge and Skills to consider/Learning Objectives</u> • To understand how mouth shapes can affect voice sounds • To explore and choose different movements to describe • To select instruments to describe visual images • To recognise how music can reflect different intentions	<u>National Curriculum references:</u> • Develop an understanding of the history of music. • Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	
	<u>Skills covered this unit:</u> • Singing songs with control and using the voice expressively • Listening, memory and movement • Control of instruments • Performance skills, evaluating and appraising	

<u>Unit: Livin' On A Prayer</u>		<u>UKS2 Cycle A</u>
<u>Key Knowledge and Skills to consider/Learning Objectives</u> - To sing expressively with awareness and control at the expressive elements - To internalise short melodies and play these on a pitched instrument - To perform with an awareness of different parts	<u>National Curriculum references:</u> - Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression - Use and understand staff and other musical notations	
	<u>Skills covered this unit:</u> - Singing songs with control and using the voice expressively - Listening, memory and movement - Performance skills, evaluating and appraising	
<u>Unit: Fresh Prince of Bel Air</u>		<u>UKS2 Cycle A</u>
<u>Key Knowledge and Skills to consider/Learning Objectives</u> - To improvise rhythm patterns - To analyse how sounds are used to create different moods - To begin to have an awareness of improvisation with the voice	<u>National Curriculum references:</u> - Improvise and compose music for a range of purposes using the inter-related dimensions of music - Listen with attention to detail and recall sounds with increasing aural memory	
	<u>Skills covered this unit:</u> - Controlling rhythm and pulse - Exploring sounds, melody and accompaniment - Singing songs with control and using the voice expressively	
<u>Unit: Dancing In The Street</u>		<u>UKS2 Cycle A</u>
<u>Key Knowledge and Skills to consider/Learning Objectives</u> - To identify repeated patterns used in a variety of music - To comment on how sounds are used to create different moods - To perform with an awareness of different parts - To identify different starting points for composing music - To perform using a notation of their own	<u>National Curriculum references:</u> - Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians - Use and understand staff and other musical notation	
	<u>Skills covered this unit:</u> - Controlling rhythm and pulse - Exploring sounds, melody and accompaniment - Composition - Reading and writing notation - Performance skills, evaluating and appraising	

<u>Unit: Happy</u>		<u>UKS2 Cycle B</u>
<u>Key Knowledge and Skills to consider/Learning Objectives</u> - To sing songs with increasing control of breathing, posture and sound projection - To play accompaniments with control and accuracy - To sing a round two parts - To identify the melodic phrases and how they fit together - To perform an independent part keeping to a steady beat	<u>National Curriculum references:</u> - 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	
	<u>Skills covered this unit:</u> - Singing songs with control and using the voice expressively - Control of instruments - Exploring sounds, melody and accompaniment	

<u>Unit: Classroom Jazz 1</u>		<u>UKS2 Cycle B</u>
<u>Key Knowledge and Skills to consider/Learning Objectives</u> - To identify melodic phrases and play them by ear - To create descriptive music in small pairs or groups - To perform using notation as a support - To show an awareness of audiences, venue and occasion	<u>National Curriculum references:</u> - Use and understand staff and other musical notations - Develop an understanding of the history of music	
	<u>Skills covered this unit:</u> - Control of instruments - Composition - Reading and writing notation - Performance skills, evaluating and appraising	

Unit: You've got a friend

UKS2 Cycle B

Key Knowledge and Skills to consider/Learning Objectives

- To listen to longer pieces of music and identify features
- To present performances effectively
- To identify different starting points for composing music
- To sing songs using notation of their own

National Curriculum references:

- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- Use and understand staff and other musical notations
- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

Skills covered this unit:

- Listening, memory and movement
- Performance skills, evaluating and appraising
- Composition
- Reading and writing notation