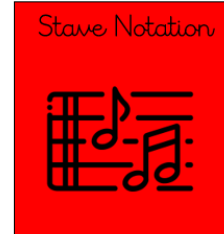
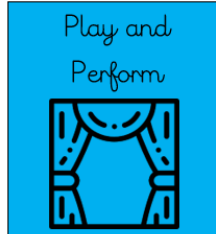
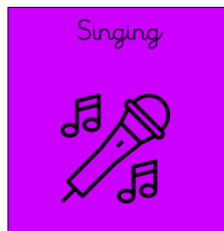
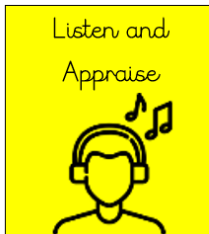


In each unit children will learn about:

- Listening and Appraising
- Singing
- Playing and Performing
- Creating and Composing (improvisation and composition)
- Musical Notation (Stave notation or rhythm grid)



Unit Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Children begin learning how to listen to what they hear and talk about it. They practice feeling the rhythm of a song and trying to keep the beat. Children learn to sing a range of familiar songs and chants which are repeatedly practiced throughout the year.					
Year 1	Hey You! - Percussion (Hip Hop) Children begin using percussion instruments to feel the beat and copy back simple rhythms. They are then introduced to the idea of composing their own music as a class using rhythm grids to support.		Your Imagination – Glockenspiels (Bosa Nova) Children then appraise a different style of music and begin to draw comparisons. They apply previous skills of feeling the beat and copying back when learning a new instrument. They continue to compose as a class or in small groups.		Rewind and Replay Children have the opportunity to revisit the genres they have explored and the skills they have begun to develop over the year. They consolidate musical vocabulary and refine their ability to listen and appraise at a basic level.	
Year 1/2	Round and Round – Percussion (Bosa Nova) A chance to explore a new genre and begin/continue improvising using percussion instruments. This unit allows children to develop the fundamental skills of feeling and keeping the beat. Children begin/continue to compose as a class using the rhythm grids to support.		I Wanna Play in a Band – Glockenspiels (Rock) Children then appraise a different style of music and begin to draw comparisons. They apply previous skills of feeling the beat and copying back when learning a new instrument. They continue to compose as a class or in small groups.		Zoo Time – Glockenspiels (Reggae) Once again, a new genre is introduced to begin comparing how styles of music differ. The children continue to consolidate skills previously learnt on the glockenspiel and musical vocabulary.	
Year 2	Hands Feet Heart - Glockenspiels (South African Music) Children are introduced to a new genre. The use of instruments and body percussion is used to feel the beat and children move on to compositions in smaller groups.		Friendship Song - Glockenspiels (Friendship Songs) A unit themed all around friendship. The children are able to compose using the rhythm grids and begin making more accurate, musical choices.		Rewind and Replay A chance for children to revisit the units they have completed this year and learn a little more about the theory of music. Children listen and appraise on a deeper level, thinking about the sound of new, more unfamiliar instruments.	
Year 3	Glockenspiel 1 A unit specifically intended to support children in playing the glockenspiel and build their confidence through fun, improvisation sessions.		Three Little Birds – Recorders (Reggae) An opportunity to revisit the reggae genre and continue making comparisons between previous genres. For the first time, children will learn the basic techniques to play the recorder. YUSTUDIO (ICT) What do initials sound like? This is a further opportunity for children to build their knowledge of beats in a bar and think about tempo and dynamics of music using technology .		Let Your Spirit Fly – Glockenspiels (Disco) A new genre to explore and apply their new-found skills from earlier in the year. Children will develop their ability to compose with their peers using the stave notation.	

<p>Year 4</p>	<p>Glockenspiel 2 Another unit designed to further develop their glockenspiel techniques. Children will learn to play as a group and individually.</p>	<p>Mamma Mia – Recorders (Pop) A chance to explore popular songs of the 70's and a new genre. Children will develop their recorder skills and begin playing more confidently from stave notation. YUSTUDIO (ICT) Composition of Sound Children are able to continue their knowledge of composing using ICT to create an original composition. Children are able to experiment adding sound effects to a background base track. Children can then link these sound effects to appropriate footage.</p>	<p>Lean On Me – Glockenspiels (Soul/Gospel) Another chance to apply ever growing skills on the glockenspiel and explore another new genre. Children will start becoming more confident in composing independently and recording compositions on the stave.</p>
<p>Year 5</p>	<p>Livin' On A Prayer – Glockenspiel (Classic Rock) Once again, a more specific unit based around 'classic' rock. The children listen and appraise a range of popular 80's music and begin applying this when thinking about the dynamics of a piece of music.</p>	<p>Fresh Prince of Bel Air – Glockenspiel (Hip Hop) Children have the opportunity to revisit a previously taught genre and begin refining skills on the glockenspiels. Children now perform their compositions with more confidence. YUSTUDIO (ICT) Metronome Children can explore the use of technology when composing creating a repeating pattern and then layering parts of a song.</p>	<p>Dancing In The Street – Recorders (Motown) The children are introduced to a new genre and get to revisit and refine their skills with a recorder.</p>
<p>Year 6</p>	<p>Blackbird – Recorders (Rock 'n' Roll) Following on from their previous unit in Year 5 on the recorders, the children start off with a new genre featuring the popular music of The Beatles.</p>	<p>Happy – Glockenspiel (Pop) Children now listen and appraise linking ideas to the dynamics of a song and their purpose. Children now perform playing their own part alongside other parts.</p>	<p>Don't Stop Believing (freestyle unit) (Rock) Children enjoy this freestyle, feel good unit as they prepare to move on to KS3. Children have the opportunity to consolidate music teaching and the skills taught.</p>

Key Skills EYFS

<p>Disciplinary Knowledge</p>	<p>Listen, Review, Evaluate</p> <ul style="list-style-type: none"> • I can listen to a piece of music • I can talk about what I can hear <p>Playing and Performing</p> <ul style="list-style-type: none"> • I can explore keeping the beat. • I can play back a simple rhythm on an untuned percussion instrument. • I can explore pitch using basic tuned percussion instruments. <p>Singing</p> <ul style="list-style-type: none"> • I can copy and sing along to well-known songs • I can learn and sing call and response songs <p>Creating and Composing</p> <ul style="list-style-type: none"> • I can create my own song or improvise one based on one I already know.
--------------------------------------	---

Year 1

Disciplinary Knowledge	<p>Listen, Review, Evaluate</p> <ul style="list-style-type: none"> • I can listen to a variety of music and describe it in simple terms, for example, fast, slow, loud and quiet. • I can identify the pulse of music I listen to. <p>Playing and Performing</p> <ul style="list-style-type: none"> • I know when and when not to play. • I can copy back simple rhythms and play these on tuned and untuned percussion. • I can keep a steady pulse. • I can combine simple rhythms and pulse in a group • I can name common classroom instruments, for example a glockenspiel. <p>Singing</p> <ul style="list-style-type: none"> • I can sing simple songs, chants and rhymes. <p>Creating and Composing</p> <ul style="list-style-type: none"> • I can create a simple rhythm. • I can choose appropriate sounds to accompany a story or picture.
Substantive Knowledge	<p>Stave Notation</p> <ul style="list-style-type: none"> • I can understand that sounds can be represented by pictures and symbols

Year 2

Disciplinary Knowledge	<p>Listen, Review, Evaluate</p> <ul style="list-style-type: none"> • I can listen to music and use simple adjectives to comment on musical elements including tempo, dynamics, timbre and instruments used. • I can join in with keeping the pulse of music I hear. <p>Playing and Performing</p> <ul style="list-style-type: none"> • I can play simple melodies on tuned percussion. • I can repeat simple rhythms over and over. I know this is called an ostinato • I can demonstrate the difference between rhythm and pulse. • I can combine two simple rhythms in a group. I use a mixture of body percussion and percussion instruments. <p>Singing</p> <ul style="list-style-type: none"> • I can sing songs expressively with an awareness of pitch • I know a range of songs, chants and rhymes. <p>Creating and Composing</p> <ul style="list-style-type: none"> • I can use instruments to create simple rhythmic and melodic patterns. • I can represent simple rhythms using symbols. • I can represent rises and falls in pitch using graphic notation
Substantive Knowledge	<p>Stave Notation</p> <ul style="list-style-type: none"> • I can clap back simple rhythmic patterns using non-standard notation, for example, symbols. • I can invent simple rhythmic patterns and record these using non-standard notation, for example, symbols. • I can understand that rhythms and melodies can be represented by symbols or graphic notation.

Year 3

Disciplinary Knowledge	<p>Listen, Review, Evaluate</p> <ul style="list-style-type: none"> • I can listen to music for longer periods. • I can listen to a short sequence and sing or play it back. • I can comment on music I listen to using the terms pitch, tempo and beat. <p>Playing and Performing</p> <ul style="list-style-type: none"> • I can play melodies using tuned percussion from simple treble notation • I can clap back more complex rhythms and combine with pulse in a group. <p>Singing</p> <ul style="list-style-type: none"> • I can sing with a greater awareness of expression and pitch, for example, I can control dynamics (loud and soft) in their singing • I can sing simple rounds and canons. <p>Creating and Composing</p> <ul style="list-style-type: none"> • I can invent simple rhythmic and melodic sequences. • I can improvise short patterns using the voice and tune and untuned percussion. • I can notate simple rhythms, for example, crotchets, quavers and crotchet rests.
Substantive Knowledge	<p>Stave Notation</p> <ul style="list-style-type: none"> • I can understand that the stave is five lines and that each line and space represents a different pitched note • I can accurately give note names for crotchets, quavers and know the value of each. • I can clap back simple rhythms from standard notation, for example, crotchets, quavers and crotchet rests.

Year 4

Disciplinary Knowledge	<p>Listen, Review, Evaluate</p> <ul style="list-style-type: none"> • I can comment on likes and dislikes of music I hear using musical vocabulary. • I can comment on music I hear using the terms duration, timbre, pitch, beat, tempo and texture. • I can listen to more complex melodic and rhythmic patterns and accurately play or sing them back. <p>Playing and Performing</p> <ul style="list-style-type: none"> • I can play and perform using a range of tuned and untuned percussion from stave notation where appropriate • I can perform with the audience in mind. <p>Singing</p> <ul style="list-style-type: none"> • I can sing with fluency and accuracy of pitch. • I can maintain my own part when singing rounds, canons and part songs. <p>Creating and Composing</p> <ul style="list-style-type: none"> • I can compose music to a given stimulus, for example, to represent the weather or animals. • I can confidently improvise melodic and rhythmic patterns using the voice and instruments.
Substantive Knowledge	<p>Stave Notation</p> <ul style="list-style-type: none"> • I can accurately name and use the notes on a treble stave, for example, 'Every Good Boy Deserves Football' for the lines and 'FACE' for the spaces. • I can recognise and name the treble clef and time signature, for example, I can explain that the time signature dictates how many beats in a bar there are. • I can accurately give note names for crotchets, quavers, minims, dotted minims and semibreves and know the value of each. • I can invent simple rhythms that may repeat (ostinatos) and, with support, notate these using standard notation, for example, keep into 3 or 4 beats per bar.

Year 5

Disciplinary Knowledge	<p>Listen, Review, Evaluate</p> <ul style="list-style-type: none"> • I can listen to music for extended periods and comment using a range of musical vocabulary. • I understand that music often reflects cultural context. • I can begin to identify works by the great composers. <p>Playing and Performing</p> <ul style="list-style-type: none"> • I can play longer melodies and, as a group, combine simple melodies in two parts. • I can play from treble notation with greater fluency. <p>Singing</p> <ul style="list-style-type: none"> • I can copy and sing along to well-known songs • I can sing more complex songs with awareness of how my part contributes to the overall effect. <p>Creating and Composing</p> <ul style="list-style-type: none"> • I can compose music within simple structures, for example, verse, chorus, verse. • I can record simple rhythms and melodies using treble notation. • I can confidently improvise as part of a group performance.
Substantive Knowledge	<p>Stave Notation</p> <ul style="list-style-type: none"> • I can accurately play and perform from the treble stave. I understand that the treble stave is part of a grand stave and recognises that lower notes use the bass clef. • I can invent more complex rhythms and accurately notate these using bar lines to separate measures. • I am able to tell if there the right number of beats in a bar.

Year 6

Disciplinary Knowledge	<p>Listen, Review, Evaluate</p> <ul style="list-style-type: none"> • I can listen to a piece of music and accurately identify the genre. • I can comment on the music I hear accurately using the vocabulary of the musical elements • I understand that music is created often for occasions, cultural reasons or to reflect societal meaning. • I can accurately identify some works by the great composers and understand their place in history, for example, from the Medieval or Modern eras. <p>Playing and Performing</p> <ul style="list-style-type: none"> • I can play and perform using musical elements such as duration, tempo, dynamics to good effect. • I can play with a secure understanding of treble stave notation. • I can prepare a solo or group performance for an audience. <p>Singing</p> <ul style="list-style-type: none"> • I can identify changes in pitch and know that these are called intervals. • I can sing with accurate pitch, fluency and expression. <p>Creating and Composing</p> <ul style="list-style-type: none"> • I can use a range of compositional devices such as drones and ostinato to compose a musical piece. • I can record my ideas accurately using treble stave notation.
Substantive Knowledge	<p>Stave Notation</p> <ul style="list-style-type: none"> • I can invent simple melodies and notate these independently using treble notation (and bass clef where appropriate e.g. where the pupil is learning a bass clef instrument). • I can understand the term chord as a triad of notes and can represent these on a treble stave.