

<u>Reception</u>		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Music Unit Title		Me	My Stories	Everyone!	Our World	Big Bear Funk	Reflect, Rewind, and Replay
Music Genre		Nursery Rhymes	Nursery Rhymes	Nursery Rhymes	Nursery Rhymes	Funk	
EYFS Learning Goals	Communication and Language/ Physical Development/ Expressive Art						
	Communication and Language	<ul style="list-style-type: none"> Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. 	<ul style="list-style-type: none"> Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. 	<ul style="list-style-type: none"> Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. 	<ul style="list-style-type: none"> Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. 	<ul style="list-style-type: none"> Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs. 	<ul style="list-style-type: none"> Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems and songs.
	Physical Development	<ul style="list-style-type: none"> Combine different movements with ease and fluency. 	<ul style="list-style-type: none"> Combine different movements with ease and fluency. 	<ul style="list-style-type: none"> Combine different movements with ease and fluency. 	<ul style="list-style-type: none"> Combine different movements with ease and fluency. 	<ul style="list-style-type: none"> Combine different movements with ease and fluency. 	<ul style="list-style-type: none"> Combine different movements with ease and fluency.
	Expressive Art and Design	<ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings Sing in a group or on their own, increasingly matching the pitch and following the melody. 	<ul style="list-style-type: none"> Listen attentively, move to and talk about music, expressing their feelings and responses. 	<ul style="list-style-type: none"> Explore, use and refine a variety of artistic effects to express their ideas and feelings Sing in a group or on their own, increasingly matching the pitch and following the melody. 	<ul style="list-style-type: none"> Return to and build on their previous learning, refining ideas and developing their ability to represent them 	<ul style="list-style-type: none"> Listen attentively, move to and talk about music, expressing their feelings and responses. Explore and engage in music making and dance, performing solo or in groups. 	<ul style="list-style-type: none"> Return to and build on their previous learning, refining ideas and developing their ability to represent them Explore and engage in music making and dance, performing solo or in groups.
	Expressive Art and Design- Being Imaginative.	<ul style="list-style-type: none"> Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. 	<ul style="list-style-type: none"> Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. 	<ul style="list-style-type: none"> Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. 	<ul style="list-style-type: none"> Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. 	<ul style="list-style-type: none"> Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music. 	<ul style="list-style-type: none"> Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.
Key Vocabulary		pitch, tone, beat, songs, music	pitch, tone, beat, songs, music.	pitch, tone, beat, songs, music.	pitch, tone, beat, songs, music.	pitch, tone, beat, songs, music.	pitch, tone, beat, songs, music.
Cross Curricular		Links to English- Use of punctuation in the song.	Geography- Local Area Walk (The Way we Walk)	PE Link – Dance	Recap Sense Science		
Resources		Percussion instruments Charanga	Percussion instruments Charanga	Glockenspiel Charanga	Glockenspiel Charanga	Glockenspiel Charanga Percussion Instruments.	Glockenspiel Charanga Percussion Instruments.

KS1 -YEAR 1		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Music Unit Title		Hey You!	Rhythm In The Way We Walk and Banana Rap	In The Groove	Round and Around	Your Imagination	Reflect, Rewind, and Replay
Music Genre		Old School Hip Hop	Reggae/ Hp Hop	Blues/ Folk/ Funk	Lain	Range of Styles	Previous Taught Styles
Nation Curriculum Objectives	Use their voices expressively and creatively by singing songs and speaking chants and rhymes	√	√	√	√	√	√
	Play tuned and untuned instruments musically			√	√	√	√
	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.				√	√	√
Year 1	Knowledge	<ul style="list-style-type: none"> ● A performance is sharing music with other people, called an audience. 	<ul style="list-style-type: none"> ● To confidently sing or rap five songs from memory and sing them in unison. 	<ul style="list-style-type: none"> ● Learn the names of the notes in their instrumental part from memory or when written down. ● Learn the names of the instruments they are playing. 	<ul style="list-style-type: none"> ● To know that music has a steady pulse, like a heartbeat. ● To know everyone can compose. 	<ul style="list-style-type: none"> ● Learn the names of the instruments they are playing. ● When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them 	<ul style="list-style-type: none"> ● To know 5 songs off by heart. ● Improvisation is about making up your own tunes on the spot
	Skills	<ul style="list-style-type: none"> ● To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. ● Learn about voices, singing notes of different pitches (high and low). 	<ul style="list-style-type: none"> ● Learn about voices, singing notes of different pitches (high and low). ● Learn to start and stop singing when following a leader. 	<ul style="list-style-type: none"> ● Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm ● Learn how the notes of the composition can be written down and changed if necessary. 	<ul style="list-style-type: none"> ● Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm ● Record the performance and say how they were feeling about it. 	<ul style="list-style-type: none"> ● Learn to start and stop singing when following a leader. ● They can add their ideas to the performance. ● Record the performance and say how they were feeling about it. 	<ul style="list-style-type: none"> ● Learn to start and stop singing when following a leader. ● Choose a song they have learnt from the Scheme and perform it.
Key Vocabulary		hip hop, pulse, rhythm, pitch	pulse, rhythm, pitch, lyrics	blues, funk, tempo, dynamics, groove	performing, tempo, verse. latin,	style, pitch, pulse, rhythm, improvise	performance, rhythm, pitch, chorus, verse,
Cross Curricular		Links to English- Use of punctuation in the song.	Geography- Local Area Walk (The Way we Walk)	PE Link – Dance	Recap Sense Science		
Resources		Percussion instruments Charanga	Percussion instruments Charanga	Glockenspiel Charanga	Glockenspiel Charanga	Glockenspiel Charanga Percussion Instruments.	Glockenspiel Charanga Percussion Instruments.

KS1 -YEAR 2		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Music Unit Title		Hands, Feet, Heart	Ho Ho Ho	I Wanna Play In A Band	Zootime	Friendship Song	Relfect, Rewind and Replay
Music Genre		South African Music	Christmas Song	Rock	Reggae	Range of Styles	Recap over Styles Taught
Nation Curriculum Objectives	Use their voices expressively and creatively by singing songs and speaking chants and rhymes	√	√	√	√	√	√
	Play tuned and untuned instruments musically			√	√	√	√
	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.				√	√	√
Year 1	Knowledge	<ul style="list-style-type: none"> To know that songs have a musical style. To know why we need to warm up our voices. 	<ul style="list-style-type: none"> To know that music has a steady pulse, like a heartbeat A performance can be a special occasion and involve a class, a year group or a whole school. 	<ul style="list-style-type: none"> We add high and low sounds, pitch, when we sing and play our instruments. Improvisation is making up your own tunes on the spot. 	<ul style="list-style-type: none"> To know that unison is everyone singing at the same time Learn the names of the notes in their instrumental part from memory or when written down. 	<ul style="list-style-type: none"> Know the names of untuned percussion instruments played in class Everyone can compose. 	<ul style="list-style-type: none"> To know five songs off by heart. An audience can include your parents and friends. Everyone can improvise, and you can use one or two notes.
	Skills	<ul style="list-style-type: none"> To learn how songs can tell a story or describe an idea. To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. 	<ul style="list-style-type: none"> Learn to find a comfortable singing position Learn to start and stop singing when following a leader 	<ul style="list-style-type: none"> Learn about voices singing notes of different pitches. Treat instruments carefully and with respect. 	<ul style="list-style-type: none"> Treat instruments carefully and with respect. They can add their ideas to the performance. Record the performance and say how they were feeling about it. 	<ul style="list-style-type: none"> Learn that they can make different types of sounds with their voices – you can rap They can add their ideas to the performance Record the performance and say how they were feeling about it. 	<ul style="list-style-type: none"> 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
Key Vocabulary		pitch, south african music, beata, rhythm,	dynamics, pitch, tempo, chorus, verse	pulse, rhythm, structure, dynamics, instruments.	texture, tempo, pitch, reggae, improvise, lyrics.	lyrics, tempo, pitch, styles, introduction, chorus, verse.	styles, improvisations, lyrics, tempo, beat, structure.
Cross Curricular							
Resources		Percussion instruments Charanga	Percussion instruments Charanga	Glockenspiel Charanga	Glockenspiel Charanga	Glockenspiel Charanga Percussion Instruments.	Glockenspiel Charanga Percussion Instruments.

KS2: YEAR 3		Autumn 2	Spring 1	Summer 1
Music Unit Title		Let Your Spirit Fly	Three Little Birds	Bringing Us Together
Music Genre		R&B, Western Classical, Musicals, Motown, Soul	Reggae	Disco
National Curriculum Objectives	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			√
	Listen with attention to detail and recall sounds with increasing aural memory	√	√	√
	Use and understand staff and other musical notations			√
	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	√	√	
	Develop an understanding of the history of music.	√		
Year 3	Knowledge	<ul style="list-style-type: none"> To be able to talk about one songs music dimensions, it's lyrics, identify the main sections of the song and name some of the instruments that can be heard. To talk about the instruments used in class. To know why you must warm up your voice 	<ul style="list-style-type: none"> Performing is sharing music with other people, an audience You must sing or rap the words clearly and play with confidence To talk about the instruments used in class. 	<ul style="list-style-type: none"> Different ways of recording compositions To talk about the instruments used in class. To know songs can make you feel different things e.g. happy, energetic or sad
	Skills	<ul style="list-style-type: none"> To confidently identify and move to the pulse. Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. To record the performance and say how they were feeling, what they were pleased with what they would change and why. 	<ul style="list-style-type: none"> To take it in turns to discuss how the song makes them feel. Listen carefully and respectfully to other peoples thoughts about the music. To communicate the meaning of the words and clearly articulate them. To record the performance and say how they were feeling, what they were pleased with what they would change and why. 	<ul style="list-style-type: none"> To think about what the words in a song man. Improvise using instruments in the context of the song they are learning to perform. To know that if you improvise using the notes you are given, you cannot make a mistake To record the performance and say how they were feeling, what they were pleased with what they would change and why.
Key Vocabulary		rhythm, pitch, pulse, chorus, verse, instrumental, lyrics	reggae, performance, pulse, tempo, chorus, verse, instrumental	timbre, composing, disco, harmony, performing,
Cross Curricular Links		Geography/ PSHE- Protecting our Planet./ Pope Francis Laudato Si	Black History/Evolution of Reggae music.	PSHE- Relationships
Resources		Charanga scheme Glockenspiels	Charanga scheme Glockenspiels	Charanga scheme Glockenspiels

KS2 -YEAR 4		Autumn 2	Spring 1	Summer 1
Music Unit Title		Mamma Mia	Stop! (Bullying)	Lean on Me
Music Genre		Pop	Rap/ Grime	Soul
National Curriculum Objectives	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		√	√
	Listen with attention to detail and recall sounds with increasing aural memory	√	√	√
	Use and understand staff and other musical notations			√
	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	√	√	√
	Develop an understanding of the history of music.	√		√
Year 3	Knowledge	<ul style="list-style-type: none"> You must sing or rap the words clearly and play with confidence. Performing is sharing music with other people, an audience Singing in a group can be called a choir 	<ul style="list-style-type: none"> It involves communicating feelings, thoughts and ideas about the song/music You must sing or rap the words clearly and play with confidence Songs can make you feel different things e.g. happy, energetic or sad 	<ul style="list-style-type: none"> You must sing or rap the words clearly and play with confidence Performing is sharing music with other people, an audience A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. Different ways of recording composition Texture: How a solo singer makes a thinner texture than a large group
	Skills	<ul style="list-style-type: none"> To confidently identify and move to the pulse. To communicate the meaning of the words and clearly articulate them. To record the performance and say how they were feeling, what they were pleased with what they would change and why. 	<ul style="list-style-type: none"> When talking they can use musical words. Listen carefully and respectfully to other people's thoughts about the music. To sing in unison and in simple two-parts. Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo 	<ul style="list-style-type: none"> Talk about the music and how it makes them feel. To rehearse and perform their part within the context of the Unit song. To record the performance and say how they were feeling, what they were pleased with what they would change and why.
Key Vocabulary		pulse, rhythm, dynamics, harmony, lyrics, pop music,	texture, structure, composing, improvise, rapping, grime,	notation, structure, ensemble, soul, verse, tempo, texture.
Wider Curriculum Links		Geography Link – Look into Sweden (ABBA originated in Sweden)	PSHE / ANTI Bullying Week.	British Values- Respect and Tolerance
Resources		Glockenspiels Recorders Charanga	Charanga Improvisation (Own rap verse) Percussion instruments	Charanga Glockenspiels

KS2 -YEAR 5		Autumn 2	Spring 1	Summer 1
Music Unit Title		Livin' on a Prayer	The Fresh Prince of Bel-Air	Dancing in the Street
Music Genre		Rock	Hip Hop	Motown
National Curriculum Objectives	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	√	√	
	Listen with attention to detail and recall sounds with increasing aural memory		√	√
	Use and understand staff and other musical notations	√		√
	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	√		√
	Develop an understanding of the history of music.	√		√
Year 3	Knowledge	<ul style="list-style-type: none"> To know how pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song To know improvisation is making up your own tunes on the spot Performing is sharing music with other people, an audience A performance involves communicating ideas, thoughts and feelings about the song/music 	<ul style="list-style-type: none"> To know different ways of writing music down – e.g. staff notation, symbols To know a composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure To know notation: recognise the connection between sound and symbol 	<ul style="list-style-type: none"> To know different ways of writing music down – e.g. staff notation, symbols The notes C, D, E, F, G, A, B + C on the treble stave A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends
	Skills	<ul style="list-style-type: none"> To identify and move to the pulse with ease To talk about the musical dimensions working together To sing in unison and to sing backing vocals. Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. 	<ul style="list-style-type: none"> To identify and move to the pulse with ease. Talk about the music and how it makes you feel. To sing with awareness of being 'in tune'. To discuss and talk musically about it – "What went well?" and "It would have been even better if...?" 	<ul style="list-style-type: none"> To think about the message of songs To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences To enjoy exploring singing solo. To communicate the meaning of the words and clearly articulate them. To discuss and talk musically about it – "What went well?" and "It would have been even better if...?"
Key Vocabulary		pulse, rhythm, pitch, backing, appraising, improvise, introduction, unison.	tempo, texture, structure, notation, hip-hop, harmony, beat, pulse,	structure, notation, cover, composing, improvise, Motown, performing, pitch,
Wider Curriculum Links		British Values- Mutual Respect (Opinions on Music)	Rap- Improve Freestyle (PSHE)	History of Motown and Civil Rights.
Resources		Glockenspiels Recorders Charanga	Charanga Improvisation (Own rap verse) Percussion instruments	Charanga Glockenspiels

KS2 -YEAR 6		Autumn 2	Spring 1	Summer 1
Music Unit Title		Happy	Make You Feel My Love (Y5)	You've Got a Friend
Music Genre		Pop, Motown	Ballad	Folk Rock/Pop
National Curriculum Objectives	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	√	√	√
	Listen with attention to detail and recall sounds with increasing aural memory	√		
	Use and understand staff and other musical notations		√	√
	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	√	√	
	Develop an understanding of the history of music.		√	√
Year 3	Knowledge	<ul style="list-style-type: none"> How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music To Improvisation is making up your own tunes on the spot To know a composition has pulse, rhythm and pitch that work together. You must sing or rap the words clearly and play with confidence To know a performance involves communicating ideas, thoughts and feelings about the song/music 	<ul style="list-style-type: none"> How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music To know about the style of the songs so you can represent the feeling and context to your audience To know notation: recognise the connection between sound and symbol. 	<ul style="list-style-type: none"> To know about the style of the songs so you can represent the feeling and context to your audience To know the different ways of writing music down – e.g. staff notation, symbols To Improvisation is making up your own tunes on the spot To know three well-known improvising musicians To know notation: recognise the connection between sound and symbol.
	Skills	<ul style="list-style-type: none"> To demonstrate a good singing posture. To sing with awareness of being 'in tune' To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader. To communicate the meaning of the words and clearly articulate them. 	<ul style="list-style-type: none"> To sing with awareness of being 'in tune' Play a musical instrument with the correct technique within the context of the Unit song. Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song 	<ul style="list-style-type: none"> Play a musical instrument with the correct technique within the context of the Unit song. Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. To discuss and talk musically about it – "What went well?" and "It would have been even better if...?"
Key Vocabulary		pulse, rhythm, structure, appraising, crossover, groove, Motown, style, timbre.	notation, baking, chord, ballad, cover, dynamics, lyrics, original, pulse	notation, composing, dynamics. lyrics, melody, pulse beat, rock music, style, tempo.
Wider Curriculum Links		PE- Dance? PSHE- Feelings and emotions	History of Ballads	British Values- Mutual Respect- importance of her as a female composer and equal rights.
Resources		Glockenspiels Recorders Charanga	Charanga Improvisation (Own rap verse) Percussion instruments	Charanga Glockenspiels