



# Subject: Music

RECEPTION			YEAR 1			YEAR 2			YEAR 3			YEAR 4			YEAR 5			YEAR 6						
AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER	AUTUMN	SPRING	SUMMER				
Learn Names of simple percussion instruments Copying patterns with percussion instruments Everyday singing in class – Learn Good Morning song, Tidy up song, Goodbye song	Nursery Rhymes Garage Band: Drums and Strings Boomwhackers Learn Bob the builder dance - Big fish little fish cardboard box.	Percussion instruments to accompany traditional tales. Count the beat. Nursery Rhymes	Favourite songs/ chants and rhymes. Call and response. Clapping patterns. Explore Untuned Percussion Instruments- focus on Pulse/ Beat. Body sounds fish cardboard box.	Favourite songs/ chants and rhymes. Call and response. Clapping patterns. Explore Untuned Percussion Instruments- focus on Pulse/ Beat. Listen and appraise Brahms, Holst, Handel and Abba	Singing favourite songs, chants and rhymes. Clapping patterns. Call and response. Focus on Pulse/ Beat. Exploring percussion instruments. Naming and playing correctly. Listen and appraise Brahms, Holst, Handel and Abba	Singing: Explore pitch, dynamics and tempo. Recognise the difference between pulse and rhythm. Untuned percussion - Beat/ Pulse Appraise: Mozart/ Beethoven/ Vivaldi/ music from the Caribbean. How does music make you feel? Create musical patterns- use of simple notation. Songs/ chants and rhymes. Clapping patterns. Untuned Percussion Instruments- focus on Tempo Body sounds Create musical patterns- use of simple notation.	Singing: Explore pitch, dynamics and response. Create own rhythm patterns with dot and stick notation. Playing a Rag, Tal and Drone. Indian music: Traditional and Bollywood. Listen and Appraise: World Music- Ravi Shankar. The Carnival of the Animals. Experiment with timbre Identifying changes in beat, tempo, dynamics and pitch.	Singing: Explore pitch, dynamics and tempo. Create own rhythm patterns with dot and stick notation. Playing a Rag, Tal and Drone. Indian music: Traditional and Bollywood. Listen and Appraise: World Music- Ravi Shankar. The Carnival of the Animals. Experiment with timbre Identifying changes in beat, tempo, dynamics and pitch.	Singing in unison, exploring pitch. Perform as a choir. Introduction to Keyboards. Composing with 3 notes. (do, re, mi) Introduction to the Stave. Rock and Roll Music. Egypt. Listen and Appraise: Elvis, Freddie Mercury, Chopin, Monteverdi, Haydn, Benjamin Britten, Freddie Mercury, Dylan, Elgar.	Singing favourite songs. Explore actions. Movement to music. Kapow Unit: Charanga Unit: Djembe Drumming. Kapow Unit: Harmonium/ Recorders. Sections of the Orchestra	Singing favourite songs. Explore actions. Movement to music. Kapow Unit: Charanga Unit: Djembe Drumming. Kapow Unit: Harmonium/ Recorders. Sections of the Orchestra	Charanga Unit: Mamma Mia: Pop Listen and appraise: likes and dislikes. Recorders: Copv, compose, rehearse and perform with Standard notation. Singing: Introduction to The Beatles Listen and Appraise: The Beatles and the 1960.	Charanga Unit: Keyboards 1: middle C, fingering, scales. Stave, EGBDF/ FACE. Crochets. Compose, rehearse and perform with Standard notation. Singing: Introduction to The Beatles Listen and Appraise: The Beatles and the 1960.	Singing favourite songs. Explore actions. Movement to music. Kapow Unit: Charanga Unit: Djembe Drumming. Kapow Unit: Harmonium/ Recorders. Sections of the Orchestra	Charanga Unit: Recorders 2: A, B & G Articulation. Recap Stave and notation: minim, crotchet, quavers. Recognise how pitch varies on a stave. Create short pentatonic phrases. Singing in rounds. Explore crescendo and decrescendo. Listen and Appraise: The Beatles and the 1960.	Charanga Unit: Unit: Blackbird Listen and appraise modern music 50s-2020. Emotions through music. Recorders: The Beatles/ Blackbird. Improvise/ create accompaniment. Recorders: A, B, C, F & G	Charanga Unit: Unit: Blackbird Listen and appraise modern music 50s-2020. Emotions through music. Recorders: The Beatles/ Blackbird. Improvise/ create accompaniment. Recorders: A, B, C, F & G	Singing favourite songs. Rounds and Partner songs. Sign Language songs. Recap tuned and untuned percussion. The Orchestra. Percussion-cups/ boomwhacker s- Compose using stick notation. Explore texture/ layering. Listen and Appraise: World Music: Mexico- Mariachi Jamaica- Steel band (Bob Marley) Brazil- Samba	Charanga Unit: Unit: Adele- Ballad Singing enunciation, Harmonies, Solo, duet. How music affects mood. Recorders: Williams Ray Davis Stevie Wonder	Glocks 3- continues. Develop skills of playing by ear. Listen and Appraise: Wagner Vaughan Williams Ray Davis Stevie Wonder	Ukuleles continued. Introduction to Sasa shanties. Writing own lyrics. Perform to an audience.	Charanga Unit: Keyboards 2 Romantic 1830-1900 Modern 1900-1950 Contemporary 1950- Composition: drones. Time signature- 3/4 and 4/4 Tribble clef and base clef. Compose with pentatonic scale. Stave and standard notation. Singing: 3-4 part rounds. Notate the melody.	Charanga Unit: Djembe Drumming. Continued. Listen and appraise: Musical theatre.	Free Choice. Ukles/ keyboards Sea Shanties

Avey Values

We encourage all our children to play a musical instrument. We teach the ocarina, drumming and the ukulele in our music lessons. We also like to think we are singing school where the adults and children enjoy singing in small groups, during our acts of collective worship and just for fun.

- A rapidly widening repertoire which they use to create original, imaginative, fluent and distinctive composing and performance work.
- A musical understanding underpinned by high levels of aural perception, internalisation and knowledge of music, including high or rapidly developing levels of technical expertise.
- Very good awareness and appreciation of different musical traditions and genres.
- An excellent understanding of how musical provenance – the historical, social and cultural origins of music – contribute to the diversity of musical styles.

