

Subject: Music

| F | RECEPTIO | N | | YEAR 1 | | | YEAR 2 | | YE | AR 3 | | | YEAR 4 | | YEAR 5 | | YEAR 6 | | | |
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| AUTUMN | SPRING | SUMMER | AUTUMN | SPRING | SUMMER | AUTUM N | SPRING | SUMM ER | AUTUMN | SPRIN G | SUMMER | AUTUMN | SPRING | SUMMER | AUTUMN | SPRING | SUMMER | AUTUMN | SPRING | SUMMER |
| Learn Names of simple percussion instruments Copying patterns with percussion instruments Everyday singing in the singing song, Tidy up song, Goodbye song Responding to music. Christmas song Nursery Rhymes Making musical instruments. | Nursery Rhymes Garage Band: Drums and Strings Boomwhacke rs Learn Bob the builder dance - Big fish little frandboard 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 of the Chapping patterns. Pulse/ Beat. Body sounds Play along/ compose to familiar stories, characters, moods and songs. The Orchestra | Favourite songs/ chants and rhymes. Call and response. Clapping patterns. Untuned Percussion/ Boomwhacke rs. Focus on Docarinas. Listen and Appraise: Mozart/ Beethoven/ Vivaldi/ music from the Caribbean. How does music make your patterns. Use of simple notation. | Singing favouries songs, chants songs, chants and rhymes. Clapping patterns. Call and response. Focus on Exploring Pulse/ Beat. Exploring 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 hythm pulse and hythm percussion - Beat/ Pulse Changing Tempo. Glockenspi els. Introductio n to pulse graphols. Drumming on garage band. London's Burning: Singing in a round. Listen and Appraise: Bach, Chopin, Elton John | Favourite songs/ chanits and rhymes. Call and response. Create own rhythm patterns with dot and stick notation. Rain Tall and Drone. Indian music: Traditional and Bollywood. Listen and Appraise: World Music-Rain The Carnival of the Animals. Experiment with timbre Identifying changes in beat, tempo, dynamics and pitch. | Singing: Explore pitch, dynamics and tempo. Ocarinas Exploring Cup Percussi on, Table doumnin Gumin Gu | 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. Chaydn, Benjamin Britten, Freddie Mercury, Dylan, Elgar. | Singing favourie songs. Explore actions. Moveme nt to music. Charang a Unit. Openbe of the charang a Unit. River. Singing-Harmony/ Round. Sections of the Orchestr a Appraise: World music. African, Manbazz Oxigen. Babatund e Olatunji | Singing favourite songs. Explore actions. Movement to music. Kapow Unit: Vikings. Maior and Minor key Arusic. Reading and composing with standard onto standard. Reading and composing with Standard Dolly Parton, Recorders. Appraise: Dolly Parton, Stevie Vionder. | Charanga Unit: Mamma Mia: Pop Listen and appraise: likes and dislikes. Recorders: Copv. compose, from the control of the contr | Charanga Unit: Keyboards 1: middle C, fingering, scales. Stave, EGBDF/FACE. Crochets. Compose, to comp | Singing favourite songs. Explore actions. Movement to music. Recognise how pitch varies on a stave. Create pentatonic phrases. Singing in rounds. Explore crescendo and decrescendo. Cup Percussion. Truck programming. Listen and Appraise: Gospel Vivadid. Clara Schumann, Paul Simon | Musical theatre, History of MT. Explore hythm, pulse and texture. Charanga Unit: Ballads-Adele Unit: Ballads-Adele Sinding: Awareness of wareness of w | Unit Glocks 3 Singing in three part rounds, and partner songs. Reading music from the stave. Compose using music from the stave. Compose using read of notation. Improvise freely over a drone. Work in groups to compose a ternary piece. Space Topic. Garageband Landy proper songs. Tallis Pachelbel, Fanny Mendelssohn, Stormzy, Holst. Bowie. | Learning to play: The Ukuleles Holding, fingering, plucking, strumming, Famous Uke players. Strinas: Strinas: Strinas: Strinas: GCEA: Strinas: GCEA: GA. with 4 Chords: C, F, G., Am. Develop skills of playing by ear. Perform for an audience. Sea Shanties Listen and Appraise. GCEA: Shanties Using the Managara of the Ma | History of Musics Renaissance 1400-1600. Baroque: 1600-1750 Classical 1750-1830 Charanga Unit: Recorders 2 Read, play and compose of the Comp | Charanga Unit: Djembe Drumming. African culture. 3 tones-bass, open and slap- Explore thythms, tempo, crescendo and crescendo and review. Perforament Perforament Perforament Singing in harmony, Recorders, Listen and Appraise: World music. African, Maori, Listen and Appraise: World music. Mambazzo Nigeria: Babatunde Olatunii | Introduction to Garage Band. Composing own music, layering with different instruments. Contemporary music. 603- 2000. Performing own compositions. Writing leavers song. |
| | | | Songs/ chants and rhymes. Clapping patterns. Untuned Percussion Instruments Tempo Body sounds Create musical patterns-use of simple notation. Invent own notation symbols. Chypinical patterns. | Favourite songs/ chants and rhymes. Call and response. Clapping patterns. Untured the control of the control of the chants of th | Singing favourite songs, chants and rhymes. Clapping patterns. Recap Pitch as Clapping patterns. Recap Pitch as Clapping patterns. Exploring tuned instruments: Ukulele, Keyboards and Glocks. Listen and appraise classical and modern modern modern Monteverdi, John Williams, The Beatles, World Music: Punjab-Banghra | Singing in a round. Chanting. Sing in tune, showing awareness of diction. Introduction to stick notation round record rec | Favourite songs/ chants and rhymes. Call and response. Explore tuned and untuned percussion. Introduction Percussion/ Boomwhacke rs. Compose own rhythms for cups using stick notation. Listen and Appraise. Bollywood/bn angra. Music from Trinidad. | Exploring tuned instrume nis: Ocarinas, Keyboard s and Ukeleles. Performin g for an audience. Languag e Songs. Listen and Apraise: Verdi Rossini, Louise Farrenc, Brian Wilson | Singing in unison, exploring pitch. Perform as a choir. Follow a conductor. Direct others. Egypt: Soundscapes-atmospheric pieces. Explore ununed percussion. Compared in the control of th | Singing favourite songs, Explore actions. Movement to music music music music and the songs of t | Unit: Glocks 2 Introduction to the Stave, Trebie Clef and time signature 4/4. Performing using staff Crotchet, quaver, minim. Tempo: allearo' adagio Dynamics: forte/ piano Sign language signage signage signage with the control of t | Charanga Unit: Recorders 2: A, B & G Articulation, Recap Stave and notation: minim, quavers, Recognise how pitch varies on a stave. Create short pentatonic phrases. Singing in rounds. Create Short decrescendo and decrescendo. Listen and Appraise: Tchaikovsky Edward Elgar Florence Price, David Bowie | Charanga Unit: Blackbird Listen and appraise modern music 50s- 2000ions through music. Recorders The Beatles/ 1960s- history. Singing Blackbird. Improvise/ create accompanime R. Recorders: A, B, C, F & G | Singing favourite songs. Rounds and Partner songs. Sign Language Songs. Sign Language Songs. The songs | Charanga Unit: Unit: Adele- Ballad Singing: enunciation, Harmonies, Solo, duet. Harmonies, Solo, duet. Editories, Solo, duet. Face: EGBDF/ FACE: Crochets, minim, semibreve. Treble clef. Listen and Arbonies, Brahms, Holst, Handel, Bob Dylan | Glocks 3- continues. Develop skills of playing by eat. Listen and Appraise: Wagner Williams Ray Davis Stevie Wonder | Ukuleles continued Introduction to Sea shanties. Writing own lynics. Perform to an audience. | Charanga Unit: Keyboards 2 Romantic 1830-1900 Modern 1900- 1950 Contemporary 1/950-position: drones. Time signature: 3/4 and 4/4 Treble clef and base clef. Compose with pentatonic scale. Stave and standard stan | Charanga Unit: Djembe Drumming. Continued. Listen and appraise: Musical theatre. | Free Choice. Ukes/ keyboards Sea Shanties |

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.