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| **Year**  **Group** |  | **Autumn** |  | **Spring** |  | **Summer** |
| **EYFS** | **Knowledge** | Invent a pattern to go with a song using one note.  Can identify and find a pulse.  To know and copy nursery rhymes and familiar songs (linked to class English planner)  Can copy a rhythm from a nursery rhyme or familiar song.  How to use high and low sounds using voice and glockenspiels.  A performance is sharing music | **Knowledge** | Invent ways to find a pulse, showing others ideas.  To know that we can move with the pulse of the music.  To know and copy nursery rhymes and familiar songs (linked to class English planner)  A performance is sharing music | **Knowledge** | By the end of the year:  ● To know twenty nursery rhymes off by heart.  ● To know the stories of some of the nursery rhymes   * To know that the words of songs can tell stories and paint pictures. * To sing or rap nursery rhymes and simple songs from memory. * Songs have sections. * A performance is sharing music |
| **Skills** | Enjoy playing patterns using a combination of any three notes C, D and E  Explore high pitch and low pitch in the context of songs  Perform any of the nursery rhymes by singing and adding actions or dance.  To enjoy moving to music by dancing, marching, being animals or Pop stars. | **Skills** | Explore high pitch and low pitch in the context of the songs.  Copy-clap some rhythms of phrases from the songs.  Perform any nursery rhymes or songs adding a simple instrumental part.  To sing along with a pre-recorded song and add actions. | **Skills** | Record the performance to talk about.  To sing along with the backing track. |
| **1** | **Knowledge** | ● To know what the songs are about.  ● To know and recognise the sound and names of some of the instruments they use  To know that music has a steady pulse, like a heartbeat.  ● To know that we can create rhythms from words, our names, favourite food, colours and animals.   * Learn the names of the instruments they are playing * Improvisation is about making up your own tunes on the spot.   ● When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.  ● Everyone can improvise!  A performance is sharing music with other people, called an audience. | **Knowledge** | To know 5 songs off by heart.  To know what the songs are about.  To confidently sing or rap five songs from memory and sing them in unison.  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.  ● Everyone can improvise!   * Composing is like writing a story with music   A performance is sharing music with other people, called an audience. | **Knowledge** | 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.  When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.  ● Everyone can improvise!   * Composing is like writing a story with music   A performance is sharing music with other people, called an audience. |
| **Skills** | Clap and Improvise  Listen and clap back, then listen and clap your own answer (rhythms of words)  Sing, Play and Improvise  Using voices and instruments, listen and sing back, then listen and play your own answer using two notes, with C moving to D.  ● Learn about voices, singing notes of different pitches (high and low). ● Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm.  ● Learn to start and stop singing when following a leader.  ● Treat instruments carefully and with respect.  ● Listen to and follow musical instructions from a leader.  **Learn to play a musical instrument (Boomwhackers).** | **Skills** | Clap and Improvise  Listen and clap back, then listen and clap your own answer (rhythms of words)  Sing, Play and Improvise  Using voices and instruments, listen and sing back, then listen and play your own answer using two notes, with C moving to D.  ● Learn about voices, singing notes of different pitches (high and low).  ● Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm.  ● Learn to start and stop singing when following a leader.  Play a tuned instrumental part with the song they perform.  ● Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part). | **Skills** | Clap and Improvise  Listen and clap back, then listen and clap your own answer (rhythms of words)  Sing, Play and Improvise  Using voices and instruments, listen and sing back, then listen and play your own answer using two notes, with C moving to D.  ● Learn about voices, singing notes of different pitches (high and low).  ● Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm.  ● Learn to start and stop singing when following a leader.  Play a tuned instrumental part with the song they perform.  ● Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part). |

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| **Year**  **Group** |  | **Autumn** |  | **Spring** |  | **Summer** |
| **2** | **Knowledge** | To know five songs off by heart.  ● To know some songs have a chorus or a response/answer part. ● To know that songs have a musical style.  To know that music has a steady pulse, like a heartbeat.  ● To know that we can create rhythms from words, our names, favourite food, colours and animals.  ● Rhythms are different from the steady pulse.  ● We add high and low sounds, pitch, when we sing and play our instruments.  To know that unison is everyone singing at the same time.  ● To know why we need to warm up our voices.  Learn the names of the notes in their instrumental part from memory or when written down.  ● Know the names of untuned percussion instruments played in class.  **(Samba Drumming)**  A performance can be a special occasion and involve a class, a year group or a whole school.  ● An audience can include your parents and friends.  Improvisation is making up your own tunes on the spot. | **Knowledge** | ● To know some songs have a chorus or a response/answer part.  ● To know that songs have a musical style.  To know that music has a steady pulse, like a heartbeat.  ● Rhythms are different from the steady pulse.  ● We add high and low sounds, pitch, when we sing and play our instruments.  To know that unison is everyone singing at the same time.  ● To know why we need to warm up our voices.  Learn the names of the notes in their instrumental part from memory or when written down.  ● Know the names of untuned percussion instruments played in class.  A performance can be a special occasion and involve a class, a year group or a whole school.  ● An audience can include your parents and friends.  Improvisation is making up your own tunes on the spot. | **Knowledge** | ● To know that songs have a musical style.  To know that music has a steady pulse, like a heartbeat.  ● To know that we can create rhythms from words, our names, favourite food, colours and animals.  ● Rhythms are different from the steady pulse.  ● We add high and low sounds, pitch, when we sing and play our instruments.  To know that unison is everyone singing at the same time.  ● To know why we need to warm up our voices.  Learn the names of the notes in their instrumental part from memory or when written down.  ● Know the names of untuned percussion instruments played in class.  A performance can be a special occasion and involve a class, a year group or a whole school.  ● An audience can include your parents and friends.  Improvise using one or two notes. |
| **Skills** | To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.  ● To learn how songs can tell a story or describe an idea.  Sing using high and low pitch  Sing in unison  Can start and stop singing following a leader.  **Samba Drumming**  Play the part in time with the steady pulse.  ● Listen to and follow musical instructions from a leader. | **Skills** | To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.  ● To learn how songs can tell a story or describe an idea.  Voices can make different sounds and raps, using high and low sounds, when singing | **Skills** | To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.  ● To learn how songs can tell a story or describe an idea.  Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part) |

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| **3** | **Knowledge** | ● Know how to find and demonstrate the pulse.  ● Know the difference between pulse and rhythm.  ● Know how pulse, rhythm and pitch work together to create a song.  ● Know that every piece of music has a pulse/steady beat.  ● Know the difference between a musical question and an answer.  To know and be able to talk about: ● The instruments used in class (a ukulele)  When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.  To know and be able to talk about:  ● Different ways of recording compositions (letter names, symbols, audio etc.) | **Knowledge** | To know and be able to talk about: ● The instruments used in class (a glockenspiel)  When someone improvises, they make up a tune that belongs to them  ● To know that using one or two notes confidently is better than using five  To know and be able to talk about:  ● Different ways of recording compositions (letter names, symbols, audio etc.)  To know and be able to talk about:  ● Different ways of recording compositions (letter names, symbols, audio etc.) | **Knowledge** | To know and be able to talk about:  ● The instruments used in class (a glockenspiel, a recorder)  ● To know that using one or two notes confidently is better than using five  To know and be able to talk about:  ● Different ways of recording compositions (letter names, symbols, audio etc.)  By the end of the year:  Help create at least one simple melody using one, three or five different notes.  Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.  ● Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). |
| **Skills** | To treat instruments carefully and with respect.  ● Play any one differentiated parts on a tuned instrument  To rehearse and perform their part within the context of the Unit song (Charanga)  Listen and copy back using instruments, using two different notes.  ○ Play and Improvise – Using instruments, listen and play your own answer using one or two notes. | **Skills** | To rehearse and perform their part within the context of the Unit song (Charanga).  Listen and copy back using instruments, using two different notes.  ○ Play and Improvise – Using instruments, listen and play your own answer using one or two notes. | **Skills** | To treat instruments carefully and with respect.  ● Play any one, or all of four, differentiated parts on a tuned instrument –  To rehearse and perform their part within the context of the Unit song (Charanga).  Sing, Play and Copy Back – Listen and copy back using instruments, two different notes. ○ Play and Improvise – Using your instruments, listen and play your own answer using two different notes.  ○ Take it in turns to improvise using three different notes. |

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| **4** | **Knowledge** | How pulse, rhythm and pitch work together  Know the difference between pulse and rhythm  How to keep the internal pulse  Musical Leadership: creating musical ideas for the group to copy or respond to  To know and be able to talk about: ● Singing in a group can be called a choir  ● Leader or conductor: A person who the choir or group follow  ● Songs can make you feel different things e.g. happy, energetic or sad  ● Texture: How a solo singer makes a thinner texture than a large group  ● To know why you must warm up your voice  To know and be able to talk about: ● The instruments used in class (a glockenspiel)  ● Other instruments they might play or be played in a band or orchestra or by their friends.  Performing is sharing music with other people, an audience | **Knowledge** | To know and be able to talk about: ● The instruments used in class (a glockenspiel)  ● Other instruments they might play or be played in a band or orchestra or by their friends.  Performing is sharing music with other people, an audience | **Knowledge** | **To know the notes** C, D, E, G + A  By the end of the Year:  To know five songs from memory and who sang them or wrote them.  To know the style of the five songs.  To choose one song and be able to talk about:  ● Some of the style indicators of that song (musical characteristics that give the song its style).  ● The lyrics: what the song is about.  ● Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch).  ● Identify the main sections of the song (introduction, verse, chorus etc).  ● Name some of the instruments they heard in the song.  To know and be able to talk about:  ● The instruments used in class (a ukulele and glockenspiel)  ● Other instruments they might play or be played in a band or orchestra or by their friends. |
| **Skills** | To enjoy exploring singing solo.  ● To sing with awareness of being ‘in tune’.  ● To rejoin the song if lost.  ● To listen to the group when singing | **Skills** | To listen to and follow musical instructions from a leader.  ● To experience leading the playing by making sure everyone plays in the playing section of the song | **Skills** | To listen to and follow musical instructions from a leader.  ● To experience leading the playing by making sure everyone plays in the playing section of the song  Help create at least one simple melody using one, three or all five different notes.  ● Plan and create a section of music that can be performed within the context of the unit song.  ● Talk about how it was created  ● Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo.  ● Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation). |

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| **5** | **Knowledge** | Know and be able to talk about:  ● How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song  ● How to keep the internal pulse  ● Musical Leadership: creating musical ideas for the group to copy or respond to  **To know about a new instrument- the clarinet- and that it is a woodwind instrument.**  **To know and be able to talk about improvisation.**  Notation: recognise the connection between sound and symbol | **Knowledge** | To know and be able to talk about: ● Different ways of writing music down – e.g. staff notation, symbols ● The notes C, D, E, F, G, A, B + C  ● The instruments they might play or be played in a band or orchestra or by their friends (**visit to Liverpool Philharmonic Orchestra)**  **To know and be able to talk about improvisation.** | **Knowledge** | **By the end of the year:**  To know the style of the five songs and to name other songs from the Units in those styles.  ● To choose two or three other songs and be able to talk about:  ○ Some of the style indicators of the songs (musical characteristics that give the songs their style)  ○ The lyrics: what the songs are about ○ Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch)  ○ Identify the main sections of the songs (intro, verse, chorus etc.)  ○ Name some of the instruments they heard in the songs  ○ The historical context of the songs. What else was going on at this time?  **Following weekly lessons with clarinet:**  To know and be able to talk about:  ●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  ● The instruments they might play or be played in a band or orchestra or by their friends  **To know and be able to talk about improvisation, recognising three well known improvising musicians.** |
| **Skills** | Find the pulse  ○ Copy back rhythms based on the words of the main song, that include syncopation/off beat ○ Copy back one-note riffs using simple and syncopated rhythm patterns  To sing in unison and to sing backing vocals  ● To enjoy exploring singing solo. To listen to the group when singing.  ● To demonstrate a good singing posture.  ● To follow a leader when singing. ● To experience rapping and solo singing.  ● To listen to each other and be aware of how you fit into the group.  ● To sing with awareness of being ‘in tune’.  To record the performance and compare it to a previous performance.  ● To discuss and talk musically about it – “What went well?” and “It would have been even better if...?” | **Skills** | ○ Find the pulse ○ Lead the class by inventing rhythms for others to copy back  ○ Copy back two-note riffs by ear and with notation ○ Question and answer using two different notes  To record the performance and compare it to a previous performance.  ● To discuss and talk musically about it – “What went well?” and “It would have been even better if...?” | **Skills** | To identify and move to the pulse with ease.  ● 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.  ● Listen carefully and respectfully to other people’s thoughts about the music.  ● When you talk try to use musical words.  ● To talk about the musical dimensions working together in the Unit songs.  ● Talk about the music and how it makes you feel.  ○ Find the pulse  ○ Lead the class by inventing rhythms for them to copy back  ○ Copy back three-note riffs by ear and with notation  ○ Question and answer using three different notes  To record the performance and compare it to a previous performance.  ● To discuss and talk musically about it – “What went well?” and “It would have been even better if...?” |

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| **Year**  **Group** |  | **Autumn** |  | **Spring** |  | **Summer** |
| **6** | **Knowledge** | **Listen and Appraise**  To know five songs from memory, who sang or wrote them, when they were written and why?  ● To know the style of the songs and to name other songs from the Units in those styles.  ● To choose three or four other songs and be able to talk about: ○ The style indicators of the songs (musical characteristics that give the songs their style)  ○ The lyrics: what the songs are about  ○ Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre)  ○ Identify the structure of the songs (intro, verse, chorus etc.)  ○ Name some of the instruments used in the songs  ○ The historical context of the songs. What else was going on at this time, musically and historically?  ○ Know and talk about that fact that we each have a musical identity  Know and be able to talk about:  ● How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music  ● How to keep the internal pulse  ● Musical Leadership: creating musical ideas for the group to copy or respond to  **Singing**  To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse.  ● To know about the style of the songs so you can represent the feeling and context to your audience  ● To choose a song and be able to talk about:  ○ Its main features  ○ Singing in unison, the solo, lead vocal, backing vocals or rapping  ○ To know what the song is about and the meaning of the lyrics  ○ To know and explain the importance of warming up your voice  **Playing**  To know and be able to talk about:  ● 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  ● The instruments they might play or be played in a band or orchestra or by their friends (**visit to Liverpool Philharmonic Orchestra in spring term)**  **Improvising**  To know and be able to talk about improvisation:  ● Improvisation is making up your own tunes on the spot  ● When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.  ● To know that using one, two or three notes confidently is better than using five  ● To know that if you improvise using the notes you are given, you cannot make a mistake  ● To know that you can use some of the riffs and licks you have learnt in the Challenges in your improvisations  ● To know three well-known improvising musicians  **Composition**  To know and be able to talk about:  ● 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.  ● A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure  ● Notation: recognise the connection between sound and symbol  **Performance**  To know and be able to talk about:  ● Performing is sharing music with an audience with belief  ● A performance doesn’t have to be a drama! It can be to one person or to each other  ● Everything that will be performed must be planned and learned  ● You must sing or rap the words clearly and play with confidence  ● A performance can be a special occasion and involve an audience including of people you don’t know  ● It is planned and different for each occasion  ● A performance involves communicating ideas, thoughts and feelings about the song/music | | | | |
| **Skills** | To identify and move to the pulse with ease.  ● 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.  ● Listen carefully and respectfully to other people’s thoughts about the music.  ● Use musical words when talking about the songs.  ● To talk about the musical dimensions working together in the Unit songs.  ● Talk about the music and how it makes you feel, using musical language to describe the music.  Find the pulse  ● Lead the class by inventing rhythms for them to copy back  ● Copy back three-note riffs by ear and with notation ● Question and answer using three different notes  **Singing**  To sing in unison and to sing backing vocals. ● To demonstrate a good singing posture. ● To follow a leader when singing. ● To experience rapping and solo singing. ● To listen to each other and be aware of how you fit into the group. ● To sing with awareness of being ‘in tune’.  **Playing**  Play a musical instrument with the correct technique within the context of the Unit song. ● Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation. ● To rehearse and perform their part within the context of the Unit song. ● To listen to and follow musical instructions from a leader. ● To lead a rehearsal session.  Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern)  Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song.  ● Explain the keynote or home note and the structure of the melody. ● Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. ● Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).  To choose what to perform and create a programme.  ● To communicate the meaning of the words and clearly articulate them. ● To talk about the venue and how to use it to best effect. ● To record the performance and compare it to a previous performance. ● To discuss and talk musically about it – “What went well?” and “It would have been even better if...?” | | | | |