

	Year R	Year 1	Year 2	Year 3/Year 4	Year 4/Year 5	Year 6
<b>Autumn 1</b>	Me	Hey You!	Hands, Feet, Heart	Mamma Mia	Melody and Harmony in Music	First Access
<b>Autumn 2</b>	My Stories	Rhythm In The Way We Walk	Ho Ho Ho	Glockenspiel Stage 1	Glockenspiel Stage 2	First Access
<b>Spring 1</b>	Everyone!	In The Groove	I Wanna Play In A Band	Stop!	Make You Feel My Love	Happy
<b>Spring 2</b>	Big Bear Funk	Round and Round	Zootime	The Dragon Song	Lean On Me	You've Got A Friend
<b>Summer 1</b>	Our World	Your Imagination	Friendship Song	Blackbird	Dancing In The Street	Music And Me
<b>Summer 2</b>	Reflect, Rewind and Replay	Reflect, Rewind and Replay	Reflect, Rewind and Replay	Reflect, Rewind and Replay	Reflect, Rewind and Replay	Reflect, Rewind and Replay
<b>Listen and Appraise</b>						
<b>Knowledge</b>	To know twenty nursery rhymes off by heart. To know the stories of some of the nursery rhymes.	To know 5 songs off by heart. To know what the songs are about. To know and recognise the sound and names of some of the instruments they use.	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 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: <ul style="list-style-type: none"> <li>Some of the style indicators of that song (musical characteristics that give the song its style).</li> <li>The lyrics: what the song is about.</li> <li>Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch).</li> <li>Identify the main sections of the song (introduction, verse, chorus etc).</li> </ul>	To know five songs from memory, who sang or wrote them, when they were written and, if possible, why? 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: <ul style="list-style-type: none"> <li>Some of the style indicators of the songs (musical characteristics that give the songs their style).</li> <li>The lyrics: what the songs are about.</li> <li>Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch).</li> </ul>	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: <ul style="list-style-type: none"> <li>The style indicators of the songs (musical characteristics that give the songs their style).</li> <li>The lyrics: what the songs are about.</li> <li>Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch and timbre).</li> <li>Identify the structure of the songs (intro, verse, chorus etc.)</li> <li>Name some of the instruments used in the songs.</li> </ul>

				<ul style="list-style-type: none"> <li>Name some of the instruments they heard in the song.</li> </ul>	<ul style="list-style-type: none"> <li>Identify the main sections of the songs (intro, verse, chorus etc.)</li> <li>Name some of the instruments they heard in the songs</li> <li>The historical context of the songs. What else was going on at this time?</li> </ul>	<ul style="list-style-type: none"> <li>The historical context of the songs. What else was going on at this time, musically and historically?</li> <li>Know and talk about that fact that we each have a musical identity.</li> </ul>
<b>Skills</b>	<p>To learn that music can influence your feelings. To enjoy moving to music by dancing, marching, being animals or pop stars.</p>	<p>To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</p>	<p>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.</p>	<p>To confidently identify and move to the pulse. To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics). Talk about the music and how it makes them feel. Listen carefully and respectfully to other people's thoughts about the music. When you talk try to use musical words.</p>	<p>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.</p>	<p>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.</p>
<b>Explore and Create</b>						
<b>Knowledge</b>	<p>To know that we can move with the pulse of the music. To know that the words of songs can tell stories and paint pictures.</p>	<p>To know that music has a steady pulse, like a heartbeat. To know that we can create rhythms from words, our</p>	<p>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.</p>	<p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>How pulse, rhythm and pitch work together</li> <li>Pulse: Finding the pulse – the heartbeat of the music</li> <li>Rhythm: the long and short patterns over the pulse</li> </ul>	<p>Know and be able to talk about:</p> <ul style="list-style-type: none"> <li>How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song</li> <li>How to keep the internal pulse</li> </ul>	<p>Know and be able to talk about:</p> <ul style="list-style-type: none"> <li>How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to create a song or music</li> <li>How to keep the internal pulse</li> <li>Musical Leadership: creating musical ideas for the group to copy or respond to</li> </ul>

		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.	<ul style="list-style-type: none"> <li>• Know the difference between pulse and rhythm</li> <li>• Pitch: High and low sounds that create melodies</li> <li>• How to keep the internal pulse</li> <li>• Musical Leadership: creating musical ideas for the group to copy or respond to</li> </ul>	<ul style="list-style-type: none"> <li>• Musical Leadership: creating musical ideas for the group to copy or respond to</li> </ul>	
<b>Skills</b>	There are progressive Music Activities within each unit that embed pulse, rhythm and pitch.	There are progressive Warm-up Games and Challenges within each Unit that embed pulse, rhythm and pitch.	There are progressive Warm-up Games and Challenges within each Unit that embed pulse, rhythm and pitch.	Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete in relation to the main song, using two notes.	Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete in relation to the main song, using three notes.	Using the Warm up Games tracks provided, complete the Bronze, Silver and Gold Challenges. Children will complete in relation to the main song, using three notes
<b>Singing</b>						
<b>Knowledge</b>	To sing or rap nursery rhymes and simple songs from memory. Songs have sections.	To confidently sing or rap five songs from memory and sing them in unison.	To confidently know and sing five songs from memory. To know that unison is everyone singing at the same time. Songs include other ways of using the voice e.g. rapping (spoken word). To know why we need to warm up our voices.	To know and be able to talk about: <ul style="list-style-type: none"> <li>• Singing in a group can be called a choir</li> <li>• Leader or conductor: A person who the choir or group follow</li> <li>• Songs can make you feel different things e.g. happy, energetic or sad</li> <li>• Singing as part of an ensemble or large group is fun, but that you must listen to each other</li> <li>• Texture: How a solo singer makes a thinner texture than a large group</li> <li>• To know why you must warm up your voice</li> </ul>	To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. To choose a song and be able to talk about: <ul style="list-style-type: none"> <li>• Its main features</li> <li>• Singing in unison, the solo, lead vocal, backing vocals or rapping</li> <li>• To know what the song is about and the meaning of the lyrics</li> <li>• To know and explain the importance of warming up your voice.</li> </ul>	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: <ul style="list-style-type: none"> <li>• Its main features</li> <li>• Singing in unison, the solo, lead vocal, backing vocals or rapping</li> <li>• To know what the song is about and the meaning of the lyrics</li> <li>• To know and explain the importance of warming up your voice</li> </ul>

<b>Skills</b>	To sing along with a pre-recorded song and add actions. To sing along with the backing track.	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.	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 (spoken word with rhythm). Learn to find a comfortable singing position. Learn to start and stop singing when following a leader.	To sing in unison and in simple two-parts. To demonstrate a good singing posture. To follow a leader when singing. 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.	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 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'
<b>Playing</b>						
<b>Knowledge</b>		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.	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.	To know and be able to talk about: <ul style="list-style-type: none"> <li>The instruments used in class (a glockenspiel, recorder or xylophone).</li> <li>Other instruments they might play or be played in a band or orchestra or by their friends.</li> </ul>	To know and be able to talk about: <ul style="list-style-type: none"> <li>Different ways of writing music down – e.g. staff notation, symbols</li> <li>The notes C, D, E, F, G, A, B + C on the treble staff</li> <li>The instruments they might play or be played in a band or orchestra or by their friends.</li> </ul>	To know and be able to talk about: <ul style="list-style-type: none"> <li>Different ways of writing music down – e.g. staff notation, symbols</li> <li>The notes C, D, E, F, G, A, B + C on the treble staff</li> <li>The instruments they might play or be played in a band or orchestra or by their friends</li> </ul>
<b>Skills</b>		Treat instruments carefully and with respect.	Treat instruments carefully and with respect. Learn to play a tuned instrumental part that	To treat instruments carefully and with respect. Play any one, or all four, differentiated parts on a tuned instrument – a one-note, simple	Play a musical instrument with the correct technique within the context of the Unit song. Select and learn an instrumental part that matches	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

		<p>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). Listen to and follow musical instructions from a leader.</p>	<p>matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part). Play the part in time with the steady pulse. Listen to and follow musical instructions from a leader.</p>	<p>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 experience leading the playing by making sure everyone plays in the playing section of the song.</p>	<p>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.</p>	<p>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.</p>
<b>Improvisation</b>						
<b>Knowledge</b>		<p>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, and you</p>	<p>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. Everyone can improvise, and you</p>	<p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> <li>Improvisation is making up your own tunes on the spot</li> <li>When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li> <li>To know that using one or two notes confidently is better than using five</li> <li>To know that if you improvise using the notes</li> </ul>	<p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> <li>Improvisation is making up your own tunes on the spot</li> <li>When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li> <li>To know that using one or two notes confidently is better than using</li> </ul>	<p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> <li>Improvisation is making up your own tunes on the spot</li> <li>When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</li> <li>To know that using one, two or three notes confidently is better than</li> <li>using five</li> </ul>

		written down and belongs to them. Everyone can improvise!	can use one or two notes.	you are given, you cannot make a mistake <ul style="list-style-type: none"> <li>To know that you can use some of the riffs you have heard in the</li> <li>Challenges in your improvisations</li> </ul>	<ul style="list-style-type: none"> <li>five</li> <li>To know that if you improvise using the notes you are given, you cannot make a mistake</li> <li>To know that you can use some of the riffs you have heard in the</li> <li>Challenges in your improvisations</li> <li>To know three well-known improvising musicians.</li> </ul>	<ul style="list-style-type: none"> <li>To know that if you improvise using the notes you are given, you cannot make a mistake</li> <li>To know that you can use some of the riffs and licks you have learnt</li> <li>in the Challenges in your improvisations</li> <li>To know three well-known improvising musicians.</li> </ul>
<b>Skills</b>		Use the improvisation tracks provided. Improvise using the three challenges.	Use the improvisation tracks provided. Improvise using the three challenges.	Improvise using instruments in the context of a song they are learning to perform. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges.	Improvise using instruments in the context of a song to be performed. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges.	Improvise using instruments in the context of a song to be performed. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges.
<b>Composition</b>						
<b>Knowledge</b>		Composing is like writing a story with music. Everyone can compose.	Composing is like writing a story with music. Everyone can compose.	To know and be able to talk about: <ul style="list-style-type: none"> <li>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.</li> <li>Different ways of recording compositions (letter names, symbols, audio etc.)</li> </ul>	To know and be able to talk about: <ul style="list-style-type: none"> <li>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.</li> <li>A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure.</li> <li>Notation: recognise the connection between sound and symbol.</li> </ul>	To know and be able to talk about: <ul style="list-style-type: none"> <li>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.</li> <li>A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure.</li> <li>Notation: recognise the connection between sound and symbol.</li> </ul>

<b>Skills</b>		Help to create a simple melody using one, two or three notes. Learn how the notes of the composition can be written down and changed if necessary.	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.	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).	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).	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).
	<b>Performance</b>					
<b>Knowledge</b>	A performance is sharing music.	A performance is sharing music with other people, called an audience.	A performance is sharing music with an audience. 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.	To know and be able to talk about: <ul style="list-style-type: none"> <li>Performing is sharing music with other people, an audience</li> <li>A performance doesn't have to be a drama! It can be to one person or to each other</li> <li>You need to know and have planned everything that will be performed</li> <li>You must sing or rap the words clearly and play with confidence</li> <li>A performance can be a special occasion and involve an audience including of people you don't know</li> </ul>	To know and be able to talk about: <ul style="list-style-type: none"> <li>Performing is sharing music with other people, an audience</li> <li>A performance doesn't have to be a drama! It can be to one person or to each other</li> <li>Everything that will be performed must be planned and learned</li> <li>You must sing or rap the words clearly and play with confidence</li> <li>A performance can be a special occasion and involve an audience</li> </ul>	To know and be able to talk about: <ul style="list-style-type: none"> <li>Performing is sharing music with an audience with belief</li> <li>A performance doesn't have to be a drama! It can be to one person or to each other</li> <li>Everything that will be performed must be planned and learned</li> <li>You must sing or rap the words clearly and play with confidence</li> <li>A performance can be a special occasion and involve an audience including of people you don't know</li> <li>It is planned and different for each occasion</li> </ul>

				<ul style="list-style-type: none"> <li>It is planned and different for each occasion</li> <li>It involves communicating feelings, thoughts and ideas about the song/music</li> </ul>	<ul style="list-style-type: none"> <li>including of people you don't know</li> <li>It is planned and different for each occasion</li> <li>A performance involves communicating ideas, thoughts and feelings about the song/music.</li> </ul>	<ul style="list-style-type: none"> <li>A performance involves communicating ideas, thoughts and feelings about the song/music</li> </ul>
<b>Skills</b>	Perform any of the nursery rhymes by singing and adding actions or dance. Perform any nursery rhymes or songs adding a simple instrumental part. Record the performance to talk about.	Choose a song they have learnt from the Scheme and perform it. They can add their ideas to the performance. Record the performance and say how they were feeling about it.	Choose a song they have learnt from the Scheme and perform it. They can add their ideas to the performance. Record the performance and say how they were feeling about it.	To choose what to perform and create a programme. Present a musical performance designed to capture the audience. To communicate the meaning of the words and clearly articulate them. To talk about the best place to be when performing and how to stand or sit. To record the performance and say how they were feeling, what they were pleased with what they would change and why.	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...?”	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...?”
<b>Key Vocabulary</b>	Pulse, rhythm, guitar, drums, perform, singers, keyboard, trumpets, saxophones, audience, imagination.	Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones,	Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, rap, Reggae, glockenspiel.	Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison, rhythm patterns, musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesizers, by ear, notation, backing vocal, piano,	Rock, bridge, backbeat, amplifier, chorus, bridge, riff, hook, improvise, compose, appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, pulse, rhythm, solo, ballad, verse, interlude, tag ending, strings, piano, guitar, bass, drums, melody, cover, Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody,	Style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, solo, Blues, Jazz, improvise/improvisation, by ear, melody, riff, solo, ostinato, phrases, unison, Urban Gospel, civil rights, gender equality, unison, harmony.



		Blues, Baroque, Latin, Irish Folk, Funk, groove, audience, imagination.		organ, acoustic guitar, percussion, birdsong, civil rights, racism, equality	cover, pitch, tempo, dynamics, timbre, texture, Soul, groove, riff, bass line, brass section, harmony, melody.	
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