

2-3 Yr Olds	AUTUMN TERM		SPRING TERM		SUMMER TERM	
	Expressive Arts and Design					
New Learning	Music I can use my voice for whispering, speaking, singing and shouting.		Music I can explore how to make sounds using body percussion and percussion instruments.		Music I am beginning to name a few familiar instruments – e.g. drum, keyboard, guitar.	
Connections	Cross-curricular connections: Literacy; EAD (Art) Sing Up Units:		Cross-curricular connections: Literacy; EAD (Art) Sing Up Units:		Cross-curricular connections: Literacy; EAD (Art) Sing Up Units:	
	Let's Be Friends	Travel and Movement	This is Me!	Animal Tea Party	I've Got Feelings	Let's Jam
Key Knowledge	I can use my voice in different ways. I can show my emotions through my voice. I can join in with the same type of voice being used by others.		I can begin to tap, clap, bang using different tools. I can tap my body to create different sounds. I can play a percussion instrument in different ways.		I can tell the difference between some familiar instruments. I can say how to play different familiar instruments. I can practice playing instruments in different ways.	
3-4 Yr Olds	AUTUMN TERM		SPRING TERM		SUMMER TERM	
	Expressive Arts and Design					
New Learning	Music Listening to different genre of music. Joining in with others using musical instruments. Singing as part of a group.		Music Learning a variety of nursery rhymes. Singing in time with others. Using different instruments around us to create sound effects. Begin to discuss how music makes us feel.		Music Changing voice when singing familiar nursery rhymes. Playing a variety of different instruments. Following musical patterns. Listening for the change of tempo – singing nursery rhymes faster and slower. Identify feelings in a piece of music using symbols.	
Connections	Cross-curricular connections: Literacy; EAD (Art) Sing Up Units:		Cross-curricular connections: Literacy; EAD (Art) Sing Up Units:		Cross-curricular connections: Literacy; EAD (Art) Sing Up Units:	
	Let's Be Friends	Travel and Movement	This is Me!	Animal Tea Party	I've Got Feelings	Let's Jam
Key Knowledge	I can sing in a small group. I can copy and join in with a simple beat on a musical instrument. I respond when I listen to music.		I can sing a whole familiar song or nursery rhyme. I can sing in a group and keep time. I can play an instrument in time with a simple piece of music. I can create suitable sound effects. I can talk about how music makes me feel. I can listen to music with changes in tempo, pitch and dynamics.		I can experiment with changing my voice with different tempo, pitch and dynamics. I can join in with songs with different tempo, pitch and dynamics. I can experiment with playing percussion and body instruments with different tempo, pitch and dynamics. I can play a simple composition by following a sequence of simple symbols, pictures or patterns. I can respond to changes in the dimension of music. I can talk about emotions in music.	

Reception	AUTUMN TERM	SPRING TERM	SUMMER TERM
Expressive Arts and Design			
Revisit	<p>Links to prior learning: EYFS Music curriculum builds directly on the learning undertaken in Pre-School. (Expressive Arts and Design: EAD)</p> <ul style="list-style-type: none"> I can experiment with changing my voice with different tempo, pitch and dynamics. I can join in with songs with different tempo, pitch and dynamics. I can experiment with playing percussion and body instruments with different tempo, pitch and dynamics. I can play a simple composition by following a sequence of simple symbols, pictures or patterns. I can respond to changes in the dimension of music. I can talk about emotions in music. 		
New Learning	<u>The Menu Song / Colonel Hathi's March / Christmas Performance Songs</u>	<u>Football / Who Stole My Chickens and My Hens?</u>	<u>Nautilus / Cat and Mouse / Come Dance With Me</u>
Key Knowledge	<ul style="list-style-type: none"> Make up new words and actions about different emotions and feelings. Explore making sound with voices and percussion instruments to create different feelings and moods. Make up a simple accompaniment using percussion instruments. Sing with a sense of pitch following the shape of the melody with voices. Mark the beat of the song with actions. Use the voice to adopt different roles and characters. Sing a tune with 'stepping' and 'leaping' notes. Play a steady beat on percussion instruments. Identify and describe contrasts in tempo and dynamics. Begin to use musical terms: louder/quieter, faster/slower, higher/lower 	<ul style="list-style-type: none"> Explore the range and capabilities of voices through vocal play. Make up new lyrics and accompanying actions. Improvise a vocal/physical soundscape about minibeasts. Develop a sense of beat by performing actions to music. Sing an action song with changes in speed. Play along with percussion instruments. Sing a call-and-response and change voices to make a buzzing sound. Play an accompaniment using tuned and untuned percussion and recognise a change in tempo. Enjoy moving freely and expressively to music. Listen to music and show the beat with actions. 	<ul style="list-style-type: none"> Develop a song by adding new words and adding movement and props. Improvise music with different instruments following a conductor. Compose music based on characters and stories developed through listening. Invent and perform actions for new verses. Compose a 3-beat body percussion pattern and perform it to a steady beat. Sing a song using a call-and-response structure. Play sea sound effects on percussion instruments. Play different instruments with control. Explore dynamics with voices and instruments. Transfer actions to sounds played on percussion instruments. Sing a song while performing several dance steps. Find the beat and perform a clapping game with a partner.
Disciplinary Knowledge	<ul style="list-style-type: none"> Performing (Singing a range of well-known nursery rhymes and songs) Composing (Perform songs, rhymes, poems, and stories with others, and – when appropriate – try to move in time with music) 		

Key Stage	AUTUMN TERM	SPRING TERM	SUMMER TERM
1	Music		
Revisit	<p>Links to prior learning: EYFS Music curriculum builds directly on the learning undertaken in Pre-School. (Expressive Arts and Design: EAD)</p> <ul style="list-style-type: none"> Develop a song by adding new words and adding movement and props. Improvise music with different instruments following a conductor. Compose music based on characters and stories developed through listening. Invent and perform actions for new verses. Compose a 3-beat body percussion pattern and perform it to a steady beat. Sing a song using a call-and-response structure. Play sea sound effects on percussion instruments. Play different instruments with control. Explore dynamics with voices and instruments. Transfer actions to sounds played on percussion instruments. Sing a song while performing several dance steps. Find the beat and perform a clapping game with a partner. 		
New Learning Cycle A	<p><u>The Menu Song / Colonel Hathi's March / Christmas Performance Songs</u></p> <ul style="list-style-type: none"> Sing a cumulative song from memory remembering the order of the verses. Play classroom instruments on the beat. Copy a leader in a call-and-response song. Sing a unison song rhythmically and in tune. Play percussion instruments expressively, representing the character of their composition. Listen and move in time to the song. Respond to musical characteristics through movement. 	<p><u>Football / Who Stole My Chickens and My Hens?</u></p> <ul style="list-style-type: none"> Chant together rhythmically marking rests accurately. Sing and echo song while tapping the beat understanding there is one beat for each syllable. Sing familiar songs in low and high voices recognising higher and lower. Play a partner clapping game while singing a song. Recognise the difference between a pattern with notes (pitched) and without (unpitched) Listen to and copy short rhythm patterns by ear. Mark rests in songs with actions, voices and instruments. 	<p><u>Nautilus / Cat and Mouse / Come Dance With Me</u></p> <ul style="list-style-type: none"> Create rhythm patterns, sequencing then and 'fixing' them as compositions using simple notation. Perform actions to music reinforcing a sense of beat. Sing and chant songs and rhymes expressively. Sing either part of a call-and-response song. Play the response sections on tuned percussion. Respond to musical signals and themes using movement matched to musical gestures in the piece. Create art work in response to a piece of music. Listen to and copy rhythm patterns. Copy call-and-response patterns with voices and instruments.
New Learning Cycle B	<p><u>Tony Chestnut / Carnival of the Animals / Christmas Performance Songs</u></p> <ul style="list-style-type: none"> Compose call-and-response music. Select instruments and compose music to reflect on animals' character. Play the melody on a tuned percussion instrument. Sing with good diction. Recognise and play echoing games by ear. Recognise and respond to changes in speed (tempo) length of notes (duration) and high/low (pitch) using vocabulary and/or movement. Recognise how graphic symbols can represent sound. 	<p><u>Grandma Rap! / Swing Along with Shostakovich</u></p> <ul style="list-style-type: none"> Understand and use notes of different duration. Understand and use notes of different pitch. Understand and use dynamics. Chant and play rhythms using the durations of 'walk' (crotchet) 'jog' (quavers) and 'shh' (rest) Learn a clapping game. Listen actively and mark the beat by tapping, clapping and swinging to the music. Move freely and creatively to music using a prop. 	<p><u>The Rockpool Rock / Tanczymy labada</u></p> <ul style="list-style-type: none"> Sing different styles confidently. Demonstrate an internalised sense of pulse through singing games. Listen actively and learn about different genres. Listen and match the beat of others and recorded music. Listen to traditional and composed music from other cultures. Begin to understand how music helps people share tradition and culture.
Disciplinary Knowledge	<ul style="list-style-type: none"> Singing (Sing simple songs, chants and nursery rhymes from memory) Musicianship (Sing familiar songs in low and high voices) Composing (Invent, retain and recall rhythm patterns) <p>Listening:</p> <ul style="list-style-type: none"> Develop pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they listen to, sing and play. Listening to recorded performances should be complemented by opportunities to experience live music making in and out of school. 	<ul style="list-style-type: none"> Singing (Sing a range of call and response songs,) Musicianship (Sing short phrases independently) Composing (Work with a partner to compose simple question and answer phrases) 	<ul style="list-style-type: none"> Singing (Sing songs with a small pitch range, pitching accurately) Musicianship (Respond to dot notation) Composing (Use graphic symbols)

Lower Key Stage 2	AUTUMN TERM	SPRING TERM	SUMMER TERM
Music			
Revisit Cycle A	<p><u>The Menu Song / Colonel Hathi's March / Christmas Performance Songs</u></p> <ul style="list-style-type: none"> Sing a cumulative song from memory remembering the order of the verses. Play classroom instruments on the beat. Copy a leader in a call-and-response song. Sing a unison song rhythmically and in tune. Play percussion instruments expressively representing the character of their composition. Listen and move in time to the song. Respond to musical characteristics through movement. 	<p><u>Football / Who Stole My Chickens and My Hens?</u></p> <ul style="list-style-type: none"> Chant together rhythmically marking rests accurately. Sing and echo song while tapping the beat understanding there is one beat for each syllable. Sing familiar songs in low and high voices recognising higher and lower. Play a partner clapping game while singing a song. Recognise the difference between a pattern with notes (pitched) and without (unpitched) Listen to and copy short rhythm patterns by ear. Mark rests in songs with actions, voices and instruments. 	<p><u>Nautilus / Cat and Mouse / Come Dance With Me</u></p> <ul style="list-style-type: none"> Create rhythm patterns, sequencing them and 'fixing' them as compositions using simple notation. Perform actions to music reinforcing a sense of beat. Sing and chant songs and rhymes expressively. Sing either part of a call-and-response song. Play the response sections on tuned percussion. Respond to musical signals and themes using movement matched to musical gestures in the piece. Create art work in response to a piece of music. Listen to and copy rhythm patterns. Copy call-and-response patterns with voices and instruments.
Revisit Cycle B	<p><u>Tony Chestnut / Carnival of the Animals / Christmas Performance Songs</u></p> <ul style="list-style-type: none"> Compose call-and-response music. Select instruments and compose music to reflect on animals' character. Play the melody on a tuned percussion instrument. Sing with good diction. Recognise and play echoing games by ear. Recognise and respond to changes in speed (tempo) length of notes (duration) and high/low (pitch) using vocabulary and/or movement. Recognise how graphic symbols can represent sound. 	<p><u>Grandma Rap! / Swing Along with Shostakovich</u></p> <ul style="list-style-type: none"> Understand and use notes of different duration. Understand and use notes of different pitch. Understand and use dynamics. Chant and play rhythms using the durations of 'walk' (crotchet) 'jog' (quavers) and 'shh' (rest) Learn a clapping game. Listen actively and mark the beat by tapping, clapping and swinging to the music. Move freely and creatively to music using a prop. 	<p><u>The Rockpool Rock / Tanczemy labada</u></p> <ul style="list-style-type: none"> Sing different styles confidently. Demonstrate an internalised sense of pulse through singing games. Listen actively and learn about different genres. Listen and match the beat of others and recorded music. Listen to traditional and composed music from other cultures. Begin to understand how music helps people share tradition and culture.
New Learning Cycle A	<p><u>I've Been to Harlem</u></p> <ul style="list-style-type: none"> Create rhythm patterns using the durations crotchet, rest, pair of quavers. Transfer rhythm patterns to tuned instruments to create rising and falling phrases using just three notes. Sing a call-and-response song in groups, holding long notes confidently. Play melodic and rhythmic accompaniments to a song. Perform crotchet and quaver actions on the beat and adopt these actions when the speed of the music changes. Listen and identify where notes in the melody of the song go down and up. 	<p><u>Nutcracker</u></p> <ul style="list-style-type: none"> Compose a 4-beat rhythm pattern to play during instrumental sections. Sing a call-and-response song. Play a one-note part contributing to the chords accompanying the voices. Develop active listening skills by responding to musical themes through movement. Develop a sense of beat and rhythmic pattern through movement. Experience call-and-response patterns through moving with a partner. 	<p><u>Fly With The Stars</u></p> <ul style="list-style-type: none"> Invent simple patterns using rhythms and notes C-D-E Compose music structuring short ideas into a bigger piece. Notate, read, follow and create a 'score' Perform call-and-response rhythms vocally then transfer rhythms to body percussion/instruments. Perform vocal percussion as part of a group, Sing solo or in a pair in call-and-response style. Move in time with the beat of the music. Respond to and recognise crotchets and quavers and make up rhythms using these durations to create accompaniment ideas for songs
New Learning Cycle B	<p><u>This Little Light of Mine</u></p> <ul style="list-style-type: none"> Improvise with the voice on the notes D-E-F-G-A Identify, play and combine rhythms to make a sequence using crotchets, quavers and rests. Sing a stepping melody accurately and with clear articulation and diction. Listen and move in time to songs. Move to music marking the pulse with action durations 	<p><u>The Doot Doot Song</u></p> <ul style="list-style-type: none"> Invent a melody. Sing rhythms lightly and accurately. Play repeating rhythmic patterns. Count musically. Listen and appraise recognising and talking about the musical characteristics of a piece of music. 	<p><u>Global Pentatonics</u></p> <ul style="list-style-type: none"> Create pentatonics. Sing with expression and a sense of the style of the music. Sing a part in a partner song from memory. Play an instrumental part as part of a whole-class performance. Compare music extracts and understand the pentatonic scale features in lots of music, traditions and cultures. Identify similarities and differences between pieces of music. The evaluation process can include suggesting improvements and explaining why they should be made.
Disciplinary Knowledge	<ul style="list-style-type: none"> Singing (Sing a wide range of unison songs) Performing (Play and perform melodies) Composing (Structure musical ideas) <p>Listening</p> <ul style="list-style-type: none"> Develop pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they listen to, sing and play. Listening to recorded performances should be complemented by opportunities to experience live music making in and out of school. 	<ul style="list-style-type: none"> Singing (Perform as a school choir) Performing (Apply word chants to rhythms) Composing (Combine known rhythms) 	<ul style="list-style-type: none"> Singing (Sing round and partner songs) Performing (Perform in two or more parts) Composing (Introduce major and minor chords)

Upper Key Stage 2	AUTUMN TERM	SPRING TERM	SUMMER TERM
Music			
Revisit Cycle A	<p><u>The Menu Song / Colonel Hathi's March / Christmas Performance Songs</u></p> <ul style="list-style-type: none"> Sing a cumulative song from memory remembering the order of the verses. Play classroom instruments on the beat. Copy a leader in a call-and-response song. Sing a unison song rhythmically and in tune. Play percussion instruments expressively representing the character of their composition. Listen and move in time to the song. Respond to musical characteristics through movement. 	<p><u>Football / Who Stole My Chickens and My Hens?</u></p> <ul style="list-style-type: none"> Chant together rhythmically marking rests accurately. Sing and echo song while tapping the beat understanding there is one beat for each syllable. Sing familiar songs in low and high voices recognising higher and lower. Play a partner clapping game while singing a song. Recognise the difference between a pattern with notes (pitched) and without (unpitched) Listen to and copy short rhythm patterns by ear. Mark rests in songs with actions, voices and instruments. 	<p><u>Nautilus / Cat and Mouse / Come Dance With Me</u></p> <ul style="list-style-type: none"> Create rhythm patterns, sequencing them and 'fixing' them as compositions using simple notation. Perform actions to music reinforcing a sense of beat. Sing and chant songs and rhymes expressively. Sing either part of a call-and-response song. Play the response sections on tuned percussion. Respond to musical signals and themes using movement matched to musical gestures in the piece. Create art work in response to a piece of music. Listen to and copy rhythm patterns. Copy call-and-response patterns with voices and instruments.
Revisit Cycle B	<p><u>Tony Chestnut / Carnival of the Animals / Christmas Performance Songs</u></p> <ul style="list-style-type: none"> Compose call-and-response music. Select instruments and compose music to reflect on animals' character. Play the melody on a tuned percussion instrument. Sing with good diction. Recognise and play echoing games by ear. Recognise and respond to changes in speed (tempo) length of notes (duration) and high/low (pitch) using vocabulary and/or movement. Recognise how graphic symbols can represent sound. 	<p><u>Grandma Rap! / Swing Along with Shostakovich</u></p> <ul style="list-style-type: none"> Understand and use notes of different duration. Understand and use notes of different pitch. Understand and use dynamics. Chant and play rhythms using the durations of 'walk' (crotchet) 'jog' (quavers) and 'shh' (rest) Learn a clapping game. Listen actively and mark the beat by tapping, clapping and swinging to the music. Move freely and creatively to music using a prop. 	<p><u>The Rockpool Rock / Tanczymy labada</u></p> <ul style="list-style-type: none"> Sing different styles confidently. Demonstrate an internalised sense of pulse through singing games. Listen actively and learn about different genres. Listen and match the beat of others and recorded music. Listen to traditional and composed music from other cultures. Begin to understand how music helps people share tradition and culture.
New Learning Cycle A	<p><u>What Shall We Do With A Drunken Sailor?</u></p> <ul style="list-style-type: none"> Improvise and compose 'doodling' with sound, playing around with pitch and rhythm to create a strong hook. Sing a sea shanty expressively with accurate pitch and a strong beat. Sing in unison while playing and instrumental beat (untuned) Keep the beat playing a 'cup' game. Talk about the purpose of sea shanties and describe some of the features using music vocabulary. Talk about music using appropriate music vocabulary. Understand techniques for creating a song. 	<p><u>Madina Tun Nabi</u></p> <ul style="list-style-type: none"> Show understanding of how a drum pattern, bassline and riff fit together to create a memorable and catchy groove. Compose and perform drum patterns, basslines and riffs on a variety of instruments as part of a group. Engage the imagination, work creatively in movement in small groups learning to share and develop ideas. Sing a song in two parts with expression and an understanding of its origins. Sing a round. Listen and copy back simple rhythmic and melodic patterns. Listen and match vocal and instrumental sounds to each other and to notation. 	<p><u>End of Year Performance (Pirates vs Mermaids)</u></p> <ul style="list-style-type: none"> Compose a gentle melody inspired by lullabies in $\frac{3}{4}$ time using a pentatonic scale. Compose a simple accompaniment using tuned instruments. Create and perform their own class arrangement. Sing a lullaby accurately and with expression. Plan an accompaniment using tuned percussion. Sing in a 4-part round. Show an understanding of why people sing lullabies. Understand the difference between $\frac{3}{4}$ and $\frac{4}{4}$ time signatures.
New Learning Cycle B	<p><u>Hey! Mr Miller</u></p> <ul style="list-style-type: none"> Compose a syncopated melody using the notes of the C major scale. Sing a syncopated melody accurately and in tune. Sing and play a class arrangement of the song with a good sense of ensemble. Listen to historical recordings. Explore the influences on an artist by comparing pieces of music from different genres. Use musical knowledge and vocabulary to discuss similarities and differences in pieces of music. 	<p><u>Dona Nobis Pacem</u></p> <ul style="list-style-type: none"> Compose an 8-bar piece on percussion. Sing accurately in three parts. Play chords on tuned percussion. Develop knowledge and understanding of the origins, history and social context of a song. 	<p><u>End of Year Performance</u></p> <ul style="list-style-type: none"> Create an extended melody with four distinct phrases. Create a rhythmic piece for drums and percussion instruments. Sing a chorus in 3-parts. Identify ways songwriters convey meaning through lyrics, music and performance. Identify different elements of a song's structure.
Disciplinary Knowledge	<ul style="list-style-type: none"> Performing (play melodies on tuned instruments) Singing (Sing 3-part rounds) Composing (Improvise freely using tuned instruments) <p><u>Listening</u></p> <ul style="list-style-type: none"> Develop pupils' shared knowledge and understanding of the stories, origins, traditions, history and social context of the music they listen to, sing and play. Listening to recorded performances should be complemented by opportunities to experience live music making in and out of school. 		<ul style="list-style-type: none"> Performing (read and play confidently from graphic notation) Singing (Sing 4-part rounds) Composing (Create music with multiple sections including repetition)

