

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	For Early Years, skills are listed under headings and will be taught throughout the year using the EYFS 'road maps'					
Nursery	<u>Singing and Vocalising</u> <ul style="list-style-type: none"> Sing a large repertoire of songs (C&L) Remember and sing entire songs (EAD) Sing the pitch of a tone sung by another person (pitch match) (EAD) Sing a melodic shape of familiar songs (EAD) Create own songs or improvise a song around one already known (EAD) 		<u>Hearing and listening</u> <ul style="list-style-type: none"> Listening with increased attention to sounds (EAD) Respond to what they have heard, expressing their thoughts and feelings (EAD) 	<u>Moving and dancing</u> <ul style="list-style-type: none"> Use large muscle movements to wave flags and streamers (EAD) 	<u>Creating</u> <ul style="list-style-type: none"> Create own songs or improvise a song around one already known (EAD) Play instruments with increasing control to express their feelings and ideas (EAD) 	
Reception	<u>Singing and Vocalising</u> <ul style="list-style-type: none"> Sing in a group or on their own, increasingly matching the pitch and following the melody (EAD) Sing a range of well-known nursery rhymes and songs (ELG) Perform songs, rhymes, poems and stories with others (ELG) 		<u>Hearing and listening</u> <ul style="list-style-type: none"> Listen carefully to rhymes and songs, paying attention to how they sound (C&L). Listen attentively, move to and talk about music 	<u>Moving and dancing</u> <ul style="list-style-type: none"> Combine different movements with ease and fluency (PD) Explore and engage in movement making and dance, performing 	<u>Creating collaboratively</u> <ul style="list-style-type: none"> Create collaboratively, sharing ideas, resources and skills (EAD) 	<u>Overview</u> <ul style="list-style-type: none"> Sing a range of well-known nursery rhymes and songs. Perform songs, rhymes, poems and stories with others and (when appropriate) try to move in time with music. (ELG)

			expressing their feelings and responses (EAD)	solo or in groups (EAD)		
Year 1	<p><u>Hey You</u> Genre: Old school hip-hop How pulse, rhythm and pitch work together.</p> <p>I know how to clap short, rhythmic patterns I know how to repeat short rhythmic and melodic patterns</p>	<p><u>Rhythm In The Way We Walk and The Banana Rap</u> Genre: Reggae Pulse, rhythm and pitch, rapping, dancing and singing</p> <p>I know how to say whether I like or dislike a piece of music</p> <p>I know how to use my voice to speak, sing and chant</p>	<p><u>In The Groove</u> Genre: Blues, Baroque, Latin, Bhangra, Folk, Funk Understanding different styles of music</p> <p>I know how to respond to different moods in music.</p>	<p><u>Round and Round</u> Genre: Bossa Nova Pulse, rhythm and pitch in different styles of music</p> <p>I know how to make different sounds with my voice and with instruments I know how to make a sequence of sounds</p>	<p><u>Your Imagination</u> Genre: Pop Use of instruments, improvisation and composing</p> <p>I know how to choose sounds to represent different things</p>	<p><u>Reflect, Rewind and Replay</u> Genre: Classical The history of music. Look back and consolidate your learning. Learn the language of music</p> <p>I know how to use instruments to perform</p> <p>I know how to follow instructions about when to play and sing</p>
Year 2	<p><u>I Wanna Play In a Band</u> Genre: Rock Performing collaboratively - compose, perform and assess your own 4-part Rock track using body percussion.</p> <p>I know how to perform simple patterns and accompaniments keeping a steady beat. I know how to play simple rhythmic patterns on an instrument. I know how to create music in response to different starting points</p>	<p><u>Ho, Ho, Ho</u> Genre: Rapping and improvisation Nativity performance opportunities</p> <p>I know how to improve my own work. I know how to sing or clap increasing and decreasing tempo.</p>	<p><u>Hands, Feet, Heart</u> Genre: Afropop Music from a range of cultures</p> <p>I know how to listen out for particular things when listening to music</p>	<p><u>Zootime</u> Genre: Reggae The children will create a short piece using a graphic score to describe an animal - Sensational Safari links</p> <p>I know how to order sounds to create a beginning, middle and an end I know how to use symbols to represent sounds I know how to choose sounds which create an effect.</p>	<p><u>Friendship Song</u> Genre: Pop RSHE links</p> <p>I know how to sing and follow a melody</p>	<p><u>Reflect, Rewind and Replay</u> Genre: Classical The history of music. Look back and consolidate your learning. Learn the language of music</p> <p>I know how to make connections between notations and musical sounds</p>

Year 3	<u>Let Your Spirit Fly</u> Genre: RnB Understanding the influences of the RnB genre I know how to play clear notes on instruments I know how to create repeated patterns with different instruments	<u>Glockenspiel Stage 1</u> Genre: N/A Exploring and developing instrumental playing skills I know how to play clear notes on instruments I know how to create repeated patterns with different instruments	<u>Three Little Birds</u> Genre: Reggae Reggae artists and Jamaican music I know how to use musical words to describe a piece of music and compositions. I know how to use musical words to describe what I like and do not like about a piece of music.	<u>The Dragon Song</u> Genre: Pop The history of music. Links to traditional folk tunes and tales I know how to sing a tune with expression I know how to compose melodies and songs	<u>Bringing Us Together</u> Genre: Disco Understanding the link between tempo and dance styles I know how to use different elements in my composition I know how to combine different sounds to create a specific mood or feeling I know how to improve my work; explaining how it has been improved	<u>Reflect, Rewind and Replay</u> Genre: Classical The history of music. Look back and consolidate your learning. Learn the language of music I know how to create accompaniments for tunes I know how to recognise the work of at least one famous composer
Year 4	<u>Mamma Mia!</u> Genre: Pop ABBA's music Exploring ABBA's repertoire and timeless 70s pop. I know how to perform a simple part rhythmically I know how to identify the character in a piece of music.	<u>Glockenspiel 2</u> Genre: mixed styles. Developing and exploring playing skills using the glockenspiel. Christmas Concert I know how to improvise using repeated patterns I know how to perform a simple part rhythmically.	<u>Stop!</u> Genre: Grime Writing lyrics linked to a theme. I know how to explain why silence is often needed in music and explain what effect it has. I know how to identify and describe the different purposes of music.	<u>Lean On Me</u> Genre: Gospel Soul/Gospel music and the theme of helping one another. I know how to sing songs from memory with accurate pitch I know how to identify and describe the different purposes of music.	<u>Blackbird</u> Genre: The Beatles/Pop The Beatles/equality and civil rights I know how to improvise using repeated patterns I know how to identify and describe the different purposes of music.	<u>Reflect, Rewind & Replay</u> Genre: Classical The history of music, look back and consolidate your learning, learn some of the language of music. I know how to use notation to record and interpret sequences of pitches I know how to use notation to record compositions in a small group or on my own I know how to begin to identify the style of work of Beethoven, Mozart and Elgar
Year 5	<u>Livin' On a Prayer</u> Genre: Rock Explore a range of classic Rock Anthems	<u>Classroom Jazz 1</u> Genre: Bossa Nova and Swing Jazz and improvisation	<u>Make You Feel My Love</u> Genre: Pop Ballads	<u>The Fresh Prince of Bel-Air</u> Genre: Old School Hip-Hop	<u>Dancing in the Street</u> Genre: Motown Understand the impact/culture of Motown	<u>Reflect, Rewind & Replay</u> Genre: Classical The history of music, look back and consolidate

	<p>I know how to maintain my part whilst others are performing their part</p> <p>I know how to change sounds or organise them differently to change the effect</p>	<p>I know how to choose the most appropriate tempo for a piece of music</p>	<p>Explore a range of Pop Ballads: Adele and Bob Dylan's versions.</p> <p>I know how to describe, compare and evaluate music using musical vocabulary</p> <p>I know how to contrast the work of a famous composer with another, and explain my preferences</p>	<p>Understand the influences and culture of Old School Hip-Hop</p> <p>I know how to breathe in the correct place when singing</p> <p>I know how to use my music diary to record aspects of the composition process</p> <p>I know how to suggest improvement to my own work and that of others</p>	<p>I know how to explain why I think music is successful or unsuccessful.</p>	<p>your learning, learn some of the languages of music.</p> <p>I know how to improvise within a group using melodic and rhythmic phrases</p> <p>I know how to compose music which meets specific criteria</p> <p>I know how to use notation to record groups of pitches (chords)</p>
Year 6	<p><u>Happy!</u> Genre: Pop/Neo Soul Being Happy!</p> <p>I know how to sing in harmony confidently and accurately.</p>	<p><u>Classroom Jazz 2</u> Genre: Bacharach and Blues Jazz, improvisation and composition</p> <p>I know how to use a variety of different musical devices in my composition (including melody, rhythms and chords)</p> <p>I know how to analyse features within different pieces of music.</p>	<p><u>A New Year Carol</u> Genre: Classical or Urban Gospel Benjamin Britten's music and cover versions</p> <p>I know how to compare and contrast the impact that different composers from different times have had on people of that time</p>	<p><u>You've Got A Friend</u> Genre: 70s Ballad/Pop The music of Carole King</p> <p>I know how to evaluate how the venue, occasion and purpose affects the way a piece of music is created.</p>	<p><u>Music and Me</u> Create your own music inspired by your own identity and women in the music industry.</p> <p>I know how to take the lead in a performance.</p> <p>I know how to use a variety of different musical devices in my composition (including melody, rhythms and chords)</p>	<p><u>Reflect, Rewind & Replay</u> Genre: Classical The history of music, look back and consolidate your learning, learn some of the languages of music.</p> <p>I know how to analyse features within different pieces of music.</p>