

Music

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	Music in the Round Project – The Giddy Goat Harvest festival	Christmas songs/Nativity	In the Groove How to be in the groove with different styles of music.	Round and Round Pulse, rhythm and pitch in different styles of music. Easter service	Your Imagination Using your imagination.	Reflect, Rewind and Replay The history of music, look back and consolidate your learning, learn some of the language of music
Year 2						
Year 3						
Year 4						
Year 5						
Year 6						

Reception

Physical Development	<ul style="list-style-type: none"> • 3 and 4 year olds (prior learning) - use large-muscle movements to wave flags and streamers, paint and make marks • Combine different movements with ease and fluency.
Communication and Language	<ul style="list-style-type: none"> • 3 and 4 year olds (prior learning) - sing a large repertoire of songs. • Listen carefully to rhymes and songs, paying attention to how they sound. • Learn rhymes, poems and songs.
Literacy	<ul style="list-style-type: none"> • Join in with familiar rhymes and songs.
Expressive Arts & Design	<ul style="list-style-type: none"> • 3 and 4 year olds (prior learning) - listen with increased attention to sounds; respond to what they have heard, expressing their thoughts and feelings; remember and sing entire songs; sing the pitch of a tone sung by another person; sing the melodic shape of familiar songs; create their own songs, or improvise a song around one they know; play instruments with increasing control to express their feelings and ideas.

	<ul style="list-style-type: none"> • Explore, use and refine a variety of artistic effects to express their ideas and feelings. • Return to and build on their previous learning, refining ideas and developing their ability to represent them. • Create collaboratively, sharing ideas, resources and skills. • Listen attentively, move to and talk about music, expressing their feelings and responses. • Sing in a group or on their own, increasingly matching the pitch and following the melody. • Explore and engage in music making and dance, performing solo or in groups. <p>ELG Expressive Arts and Design - Being Imaginative and Expressive</p> <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 the music.
Continuous Provision opportunities	<ul style="list-style-type: none"> • Music area - variety of instruments/objects children can use to explore sound, pitch, volume, rhythm • Role play - singing in a group or on their own. • Maths area - opportunity to sing a range of number rhymes. • Reading area - variety of music related books available, and books based on rhymes/rhythms. • Outdoors - exploring the sounds in the environment, what can they hear, making sounds using natural objects. Moving around the environment in different ways, connecting movements together. • Computers - accessing music related programmes. • Creative area - using junk modelling to build objects that make different sounds

Year 1

	Charanga – Hey You Music in the Round Project Harvest festival	Charanga – Rhythm in the way we walk Christmas songs/Nativity	Charanga - In the Groove How to be in the groove with different styles of music.	Charanga - Round and Round Pulse, rhythm and pitch in different styles of music. Easter service	Charanga - Your Imagination Using your imagination.	Charanga - Reflect, Rewind and Replay The history of music, look back and consolidate your learning, learn some of the language of music
Knowledge Goals These should be taken from the Knowledge	I know what ‘old school hip hop’ sounds like. Music has a steady pulse, like a heartbeat	I know what reggae and hip hop sound like. Music has a steady pulse, like a heartbeat	I know that music can be in lots of different styles. I know what music sounds like in blues, baroque, latin, irish	I know what Bossa Nova Latin music sounds like I know what singers, keyboard, bass, guitar, percussion,	Music has a steady pulse, like a heartbeat We can create rhythms from words, our names, favourite	Consolidation of knowledge from throughout the year

<p>Goal section of any Session plans that include them</p>	<p>We can create rhythms from words, our names, favourite colours and animals.</p> <p>Pulse, rhythm, and pitch work together</p> <p>I know what vocals, bass guitar, drums, and decks look and sound like.</p> <p>Rapping is a way of using your voice to make a rhythm in time with the pulse of the music</p> <p>I know the song off by heart</p>	<p>We can create rhythms from words, our names, favourite colours and animals.</p> <p>I know what singers, keyboard, bass, guitar, percussion, trumpets, and saxophones look and sound like.</p> <p>Pitch is high and low sounds</p>	<p>folk, and funk sound like.</p> <p>Music has a steady pulse, like a heartbeat</p> <p>We can create rhythms from words, our names, favourite colours and animals.</p> <p>I know the song off by heart</p>	<p>trumpets, and saxophones look and sound like.</p> <p>Music has a steady pulse, like a heartbeat</p> <p>We can create rhythms from words, our names, favourite colours and animals.</p> <p>I know that pulse, rhythm, and pitch is different in different styles of music.</p>	<p>colours and animals.</p> <p>I know what a singer, keyboards, drums, and bass look and sound like.</p> <p>I know the song off by heart</p>	
<p>Teir 2 vocabulary</p> <p>These should be taken from the Vocabulary section of any Session plans that include one, but only the Teir 2</p>	<p>Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform</p>	<p>Pulse, rhythm, pitch, rap, melody, singers, keyboard, bass, guitar, percussion, trumpets, saxophones, perform</p>	<p>Blues, baroque, Irish folk, funk, pulse, rhythm, pitch, compose, perform, improvise, groove</p>	<p>keyboard, bass, guitar, percussion, trumpets, saxophones, pulse, rhythm, pitch, compose, perform, audience</p>	<p>Keyboard, drums, bass, pulse, rhythm, pitch, compose, perform, audience, imagination</p>	<p>Consolidation of vocabulary from throughout the year</p>

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Year 2

	Charanga – Hands, feet heart South African Music Music in the Round Project Harvest festival	Charanga – Ho Ho Ho Christmas music Christmas songs/Nativity	Charanga - I wanna play in a band Rock music	Charanga – zootime Reggae music Easter service	Charanga – friendship song	Reflect, Rewind and Replay The history of music, look back and consolidate your learning, learn some of the language of music
Knowledge Goals These should be taken from the Knowledge Goal section of any Session plans that include them	I know what South African Music sounds like I know what Keyboard, bass, guitar, percussion, trumpets, saxophones look and sound like I know that most music has a steady pulse We can create rhythms from words, our names,	I know what Keyboard, bass, guitar, percussion, trumpets, saxophones look and sound like I know that most music has a steady pulse We can create rhythms from words, our names, favourite colours and animals.	I know what rock music sounds like I know that musicians can play together as a team to form a band I know that most music has a steady pulse We can create rhythms from words, our names, favourite colours and animals.	I know what reggae music sounds like I know that most music has a steady pulse We can create rhythms from words, our names, favourite colours and animals. I know that rhythms are different to the pulse We add high and low sounds, pitch, when	I know what Keyboard, drums, bass, glockenspiel, look and sound like I know that most music has a steady pulse We can create rhythms from words, our names, favourite colours and animals. I know that rhythms are different to the pulse	Consolidation of knowledge from throughout the year

	<p>favourite colours and animals.</p> <p>I know that rhythms are different to the pulse</p> <p>We add high and low sounds, pitch, when we sing and play our instruments</p>	<p>I know that rhythms are different to the pulse</p> <p>We add high and low sounds, pitch, when we sing and play our instruments</p>	<p>I know that rhythms are different to the pulse</p> <p>We add high and low sounds, pitch, when we sing and play our instruments</p> <p>I know what keyboard, drums, bass, electric guitar, look and sound like</p>	<p>we sing and play our instruments</p> <p>I know what keyboard, drums, bass, electric guitar, look and sound like</p>	<p>We add high and low sounds, pitch, when we sing and play our instruments</p>	
<p>Teir 2 vocabulary</p> <p>These should be taken from the Vocabulary section of any Session plans that include one, but only the Teir 2 should be used.</p>	<p>Keyboard, drums, bass, electric guitars, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, perform, audience, question and answer, melody, dynamics, tempo</p>	<p>Keyboard, bass, guitar, percussion, trumpets, saxophones, pulse, rhythm, pitch, perform, audience, rap, improvise, dynamics, tempo</p>	<p>Keyboard, drums, bass, electric guitar, rock, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo</p>	<p>Keyboard, drums, bass, electric guitar, reggae, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo</p>	<p>Keyboard, drums, bass, glockenspiel, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo</p>	<p>Consolidation of vocabulary from throughout the year</p>

Year 3

	<p>Charanga - Let Your Spirit Fly</p> <p>RnB and other styles</p>	<p>Charanga - Glockenspiel 1</p>	<p>Charanga - Three Little Birds</p> <p>Reggae and animals</p>	<p>Charanga - The Dragon Song</p>	<p>Charanga - Bringing us Together</p>	<p>Charanga - Reflect, Rewind and Replay</p>
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	Harvest festival	Exploring and developing playing skills Christmas Service		Music from around the world, celebrating our differences and being kind to one another Easter service	Disco song about friendship, peace, hope and unity	The history of music, look back and consolidate your learning, learn some of the language of music
Knowledge Goals These should be taken from the Knowledge Goal section of any Session plans that include them	I know the difference between pulse and rhythm I know what R&B, Soul, Hip Hop and Gospel music sounds like Pulse, rhythm, and pitch work together to create a song. I know what Male/female voices, bass, drums, guitar, keyboard, synthesizer look and sound like I know that music can be structured into an introduction, verses, and a chorus I know that the tempo relates to	I know the difference between pulse and rhythm Pulse, rhythm, and pitch work together to create a song. Pulse, rhythm, and pitch work together to create a song. I know that the song 'Three Little Birds' is structured into 'Introduction, chorus, verse, chorus, verse, chorus, chorus, chorus' I know that the tempo relates to the speed of the music and that the tempo can change	I know that Bob Marley is a Reggae singer I know what reggae music sounds like I know the difference between pulse and rhythm Pulse, rhythm, and pitch work together to create a song. I know that music can tell a story. This song tells the story of Lesley the Dragon who flies around the world in search of friendship. I know what traditional folk music from five	I know what pop music sounds like I know the difference between pulse and rhythm Pulse, rhythm, and pitch work together to create a song. I know what Keyboard, drums, bass, a female singer look and sound like. I know that music can tell a story. This song tells the story of Lesley the Dragon who flies around the world in search of friendship. I know what traditional folk music from five	I know what disco music sounds like I know the difference between pulse and rhythm Pulse, rhythm, and pitch work together to create a song. I know what Keyboard, drums, bass, a female singer look and sound like. Disco music includes strong drum and bass lines. It has quite a fast tempo with a steady dance groove and energetic electric guitar lines. Disco first appeared in the 1970s in New York. I know that the tempo relates to the	Consolidation of knowledge from throughout the year

	<p>the speed of the music and that the tempo can change</p> <p>I know that the dynamics are how loud and quiet the music is, and that dynamics can change in a piece of music.</p>		<p>I know that the dynamics are how loud and quiet the music is, and that dynamics can change in a piece of music.</p> <p>I know what bass, drums, electric guitar, keyboard, organ, and vocals, look and sound like</p>	<p>different countries sounds like.</p> <p>I know that the tempo relates to the speed of the music and that the tempo can change</p> <p>I know that the dynamics are how loud and quiet the music is, and that dynamics can change in a piece of music.</p>	<p>speed of the music and that the tempo can change</p> <p>I know that the dynamics are how loud and quiet the music is, and that dynamics can change in a piece of music.</p>	
<p>Teir 2 vocabulary</p> <p>These should be taken from the Vocabulary section of any Session plans that include one, but only the Teir 2 should be used.</p>	<p>Structure, introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics bass, drums, guitar, keyboard, synthesizer, hook, melody</p>	<p>Improvise, compose, pulse, rhythm, pitch, tempo, dynamics, texture structure, melody.</p>	<p>Introduction, verse, chorus, bass, drums, electric guitar, keyboard, organ, backing vocals, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, Reggae, pentatonic scale.</p>	<p>Keyboard, drums, bass, pentatonic scale, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, melody.</p>	<p>Keyboard, drums, bass, imagination, improvise, compose, disco, pentatonic scale, pulse, rhythm, pitch, tempo, dynamics, texture, structure, hook, riff, melody.</p>	<p>Consolidation of vocabulary from throughout the year</p>

	<p>Charanga - Mamma Mia</p> <p>Understanding ABBA's music</p> <p>Harvest festival</p>	<p>Charanga - Glockenspiel 2</p> <p>Exploring and developing playing skills using the glockenspiel</p> <p>Christmas Service</p>	<p>Charanga - Stop!</p> <p>Children are going to write lyrics to a song linked to a particular theme (bullying)</p>	<p>Charanga - Lean on Me</p> <p>Soul Gospel music and helping one another</p> <p>Easter service</p>	<p>Charanga - Blackbird</p> <p>The beatles, equality and civil rights</p>	<p>Charanga - Reflect, Rewind and Replay</p> <p>The history of music, look back and consolidate your learning, learn some of the language of music</p>
<p>Knowledge Goals</p> <p>These should be taken from the Knowledge Goal section of any Session plans that include them</p>	<p>ABBA was a Swedish pop group formed in 1972.</p> <p>I know what Keyboard sounds imitating strings, a glockenspiel playing as a keyboard, electric guitar, bass, drums look and sound like</p> <p>know the difference between pulse and rhythm and be able to keep the internal pulse.</p> <p>Know that the structure of Mamma Mia is intro, verse, bridge, chorus, introduction, verse, bridge, chorus.</p>					<p>Consolidation of knowledge from throughout the year</p>

<p>Teir 2 vocabulary</p> <p>These should be taken from the Vocabulary section of any Session plans that include one, but only the Teir 2 should be used.</p>	<p>Keyboard, electric guitar, bass, drums.improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison</p>					<p>Consolidation of vocabulary from throughout the year</p>
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Year 5

<p>Knowledge Goals</p> <p>These should be taken from the Knowledge Goal section of any Session plans that include them</p>						
<p>Teir 2 vocabulary</p>						

<p>These should be taken from the Vocabulary section of any Session plans that include one, but only the Teir 2 should be used.</p>						
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Year 6

<p>Knowledge Goals</p> <p>These should be taken from the Knowledge Goal section of any Session plans that include them</p>						
<p>Teir 2 vocabulary</p> <p>These should be taken from the Vocabulary</p>						

section of any Session plans that include one, but only the Teir 2 should be used.						
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