

	<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>	<u>Term 4</u>	<u>Term 5</u>	<u>Term 6</u>
Nursery	<ul style="list-style-type: none"> <li>• Enjoys listening to Music</li> <li>• Responds to music</li> <li>• Talk about how music makes them feel</li> <li>• Moves to music, including copying actions</li> <li>• Beginning to watch dance and art performances</li> <li>• Create their own songs or improvise a song around one they know</li> </ul>					
	- Learns some key phrases from familiar songs	- Remember some songs in their entirety inc. seasonal songs and nursery rhymes.  - Play percussion instruments with increasing control.	- Sing a range of songs and nursery rhymes considering pitch and melody  - Continue to explore different instruments.	- Sings a range of songs and nursery rhymes considering pitch and melody  - Continue to explore different instruments.	- Explore how instruments can be used to express different feelings  - Make up their own songs based on a familiar one	- Use a variety of instruments to express their feelings and ideas
Reception	<ul style="list-style-type: none"> <li>• Being Imaginative and Expressive</li> <li>• Sing a range of well-known nursery rhymes and songs.</li> <li>• Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</li> </ul>					
	- Sing a range of familiar songs  - To begin to take on a different role in play  - Begin to move in response to music  - Begin to play simple compositions in tuned instruments, with support  <b>Music Express Unit: Who shall I be today?</b>	- Start to sing new songs as a group, matching pitch and melody e.g. from Christmas play.  - Perform to an audience  - Begin to have an understanding of syllables.  - Begin to play simple compositions using tuned instruments.  <b>Music Express Unit: Tales from Long Ago</b>	- Move to music in time, thinking of space.  - Explore and engage in music making and have a simple understanding of a beat.  <b>Music Express Unit: When a Snowflake Falls</b>	- Move in appropriate ways to accompany instruments e.g. creep to the sound of a maraca.  <b>Music Express Unit: Beyond the Stars</b>	- Encourage children to choreograph their own dances in time to music.  <b>Music Express Unit: Let's Go Green!</b>	- Sing a range of well-known nursery rhymes and songs  - Perform songs, rhymes, poems and stories with others (including with puppets), and – when appropriate – try to move in time with music.  <b>Music Express Unit: Under the Sea</b>

<p>Y1</p>	<p><b>Storytime</b> Focus: Exploring Sounds</p> <ul style="list-style-type: none"> <li>listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul> <p>Stimulus: Dance of the sugar plum fairy-Tchaikovsky followed by <a href="https://www.youtube.com/watch?v=Wz_f9B4pPtg">https://www.youtube.com/watch?v=Wz_f9B4pPtg</a></p>	<p><b>Weather</b> Focus: Exploring Sounds Singing and composition focus</p> <ul style="list-style-type: none"> <li>use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>play tuned and untuned instruments musically</li> <li>listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul> <p>Composer-Beethoven</p> <p>Stimulus: Storm- The Pastoral Symphony</p> <p><a href="https://www.youtube.com/watch?v=9PrbLsQ_g7s">https://www.youtube.com/watch?v=9PrbLsQ_g7s</a></p>	<p><b>Animals</b> Focus: Pitch</p> <ul style="list-style-type: none"> <li>use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul>	<p><b>Our Bodies</b> Focus: Beat</p> <ul style="list-style-type: none"> <li>listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul> <p>Stimulus-Stomp (part 3 Just clap your hands) <a href="https://www.youtube.com/watch?v=IOXdKwFe3k">https://www.youtube.com/watch?v=IOXdKwFe3k</a></p>	<p><b>Seasons</b> Focus: Pitch</p> <ul style="list-style-type: none"> <li>listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>experiment with, create, select and combine sounds using the inter-related dimensions of music.</li> </ul> <p>Supplement with- <a href="https://www.bbc.co.uk/teach/school-radio/music-ks1-sun-sea-song-index/zr4x2sg">https://www.bbc.co.uk/teach/school-radio/music-ks1-sun-sea-song-index/zr4x2sg</a></p>	<p><b>Travel</b> Focus: Performance</p> <ul style="list-style-type: none"> <li>use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>listen with concentration and understanding to a range of high-quality live and recorded music</li> </ul> <p>Supplement with: <a href="https://www.bbc.co.uk/teach/school-radio/primary-school-songs-travel-and-transport/zfkmqp3?scrlyb_rkr=066764b6">https://www.bbc.co.uk/teach/school-radio/primary-school-songs-travel-and-transport/zfkmqp3?scrlyb_rkr=066764b6</a></p>
<p>Y2</p>	<p><b>Ourselves</b> Focus: Exploring sounds Subject Link: English</p> <ul style="list-style-type: none"> <li>- Use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>- Experiment with, create, select and combine sounds</li> </ul>	<p><b>Toys</b> Focus: Beat Subject Link: English</p> <ul style="list-style-type: none"> <li>Experiment with, create, select and combine sounds using the interrelated dimensions of music</li> </ul>	<p><b>Seasons</b> Focus: Pitch Subject Link-Science - <b>class composition</b></p> <ul style="list-style-type: none"> <li>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>play tuned and untuned</li> </ul>	<p><b>Number</b> Focus: Beat Subject Link- Maths</p> <p>- using body percussion and instruments, notation</p> <ul style="list-style-type: none"> <li>play tuned and untuned instruments musically</li> </ul>	<p><b>Our Bodies - Exploring beat</b> <b>Animals - Exploring Pitch</b> Subject Link- P.E.</p> <ul style="list-style-type: none"> <li>Use their voices expressively and creatively by singing</li> </ul>	<p><b>Our Land- Exploring sounds (timbre and texture)</b> <b>Travel - Performance</b> Accompaniment and composition Subject Link- Geog</p>

	<p>using the interrelated dimensions of music</p> <p>Sea music- linking to art for mood.</p>	<p><a href="http://www.bbc.co.uk/teach/ten-pieces/primary-music-ks2-mussorgsky-night-on-bare-mountain/zvw2t39">www.bbc.co.uk/teach/ten-pieces/primary-music-ks2-mussorgsky-night-on-bare-mountain/zvw2t39</a></p> <p><b>Enrichment</b></p> <p>Christmas performance – Nativity/ Traditional and modern carols</p>	<p>instruments musically</p> <ul style="list-style-type: none"> <li>Experiment with, create, select and combine sounds using the interrelated dimensions of music</li> </ul>	<ul style="list-style-type: none"> <li>Experiment with, create, select and combine sounds using the interrelated dimensions of music</li> </ul>	<p>songs and speaking chants and rhymes</p> <ul style="list-style-type: none"> <li>play tuned and untuned instruments musically</li> <li>Experiment with, create, select and combine sounds using the interrelated dimensions of music</li> </ul>	<ul style="list-style-type: none"> <li>Use their voices expressively and creatively by singing songs and speaking chants and rhymes</li> <li>play tuned and untuned instruments musically</li> <li>listen with concentration and understanding to a range of high-quality live and recorded music</li> <li>Experiment with, create, select and combine sounds using the interrelated dimensions of music</li> </ul>
Y3/4	<p><b>Building (Y4)</b> Focus: Beat</p> <ul style="list-style-type: none"> <li>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>Improvise and compose music for a range of purposes using the interrelated dimensions of music</li> <li>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> </ul>	<p><b>Human Body (Y3)</b> Focus: Structure</p> <ul style="list-style-type: none"> <li>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> </ul>	<p><b>China (Y3)</b> Focus: Pitch</p> <ul style="list-style-type: none"> <li>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> </ul>	<p><b>Sounds (Y4)</b> Focus: Exploring sounds</p> <ul style="list-style-type: none"> <li>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>Listen with attention to detail and recall sounds with increasing aural memory</li> <li>Develop an understanding of the history of music</li> </ul>	<p><b>Singing Spanish (Y4)</b> Focus: Pitch</p> <ul style="list-style-type: none"> <li>Improvise and compose music for a range of purposes using the interrelated dimensions of music</li> <li>Listen with attention to detail and recall sounds with increasing aural memory</li> <li>Use and understand staff and other musical notations</li> </ul>	<p><b>Poetry (Y3)</b> Focus: Performance</p> <ul style="list-style-type: none"> <li>Improvise and compose music for a range of purposes using the interrelated dimensions of music</li> <li>Listen with attention to detail and recall sounds with increasing aural memory</li> </ul>

Y5	<p><b>Celebration</b></p> <p>Focus: performance</p> <ul style="list-style-type: none"> <li>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>Listen with attention to detail and recall sounds with increasing aural memory</li> </ul>	<p><b>Keeping Healthy</b></p> <p>Focus: Beat</p> <ul style="list-style-type: none"> <li>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>Use and understand staff and other musical notations</li> <li>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> </ul>	<p><b>Ukulele</b></p> <p>Focus: Performance</p> <ul style="list-style-type: none"> <li>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>Use and understand staff and other musical notations</li> </ul>	<p><b>Ukulele</b></p> <p>Focus: Performance</p> <ul style="list-style-type: none"> <li>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>Use and understand staff and other musical notations</li> </ul>	<p><b>Building (Y4)</b></p> <p>Focus: Beat</p> <ul style="list-style-type: none"> <li>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> </ul>	<p><b>In The Past</b></p> <p>Focus: Notation</p> <ul style="list-style-type: none"> <li>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>Improvise and compose music for a range of purposes using the interrelated dimensions of music</li> <li>Use and understand staff and other musical notations</li> <li>Develop an understanding of the history of music</li> </ul>
Y6	<p><b>Growth</b></p> <p>Focus: Street dance performance</p> <ul style="list-style-type: none"> <li>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>Listen with attention to detail and recall sounds with increasing aural memory</li> <li>Use and understand staff and other musical notations</li> <li>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from</li> </ul>	<p><b>Artists, composers, dances and song</b></p> <p><b>WW2 – Music from the period,</b></p> <ul style="list-style-type: none"> <li>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</li> <li>Develop an understanding of the history of music.</li> </ul>	<p><b>Roots</b></p> <p>Focus: Mini musical performance</p> <ul style="list-style-type: none"> <li>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>Improvise and compose music for a range of purposes using the interrelated dimensions of music</li> <li>Appreciate and understand a wide range of high-quality live and recorded music drawn from</li> </ul>	<p><b>World Unite</b></p> <p>Focus: Step dance performance</p> <ul style="list-style-type: none"> <li>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>Improvise and compose music for a range of purposes using the interrelated dimensions of music</li> <li>Use and understand staff and other musical notations</li> </ul>	<p><b>Journeys</b></p> <p>Focus: song cycle performance</p> <ul style="list-style-type: none"> <li>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> <li>Develop an understanding of the history of music</li> </ul>	<p><b>Moving on</b></p> <p>Focus: Leavers' assembly performance</p> <ul style="list-style-type: none"> <li>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</li> <li>Listen with attention to detail and recall sounds with increasing aural memory</li> <li>Use and understand staff and other musical notations</li> </ul>

	<p>great composers and musicians</p> <ul style="list-style-type: none"><li>• Develop an understanding of the history of music</li></ul>		<p>different traditions and from great composers and musicians</p>			
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