

Curriculum Plan - Music

EYFS								
Autumn 1	1-To recite a nursery rhyme with actions from memory. Sing songs & no./nursery rhymes Learn 'hello and goodbye song.' Charanga- To listen and learn nursery rhymes. To develop rhythm.	2-Charanga- To listen and learn nursery rhymes. To develop rhythm. Song. (Big Red Combine Harvester)	3-Charanga- To listen and learn nursery rhymes. To develop rhythm. AL: To clap their name as rhythms.	4- Charanga- To listen and learn nursery rhymes. To develop rhythm. Sing from memory Autumn Harvest song.	5- Charanga- To listen and learn nursery rhymes. To develop rhythm. To perform Harvest Song To sing songs about our feelings- e.g., if you are happy and you know it.	6-Charanga- To listen and learn nursery rhymes. To develop rhythm.	7-Charanga- To listen and learn nursery rhymes. To develop rhythm. To sing songs about the body- e.g., head, shoulders, knees, and toes.	
Autumn 2	1- To explore different percussion instruments and create the sounds of fireworks. To listen to different firework sounds. Is it loud? Quiet? High? Low?	2-Use instruments to play birthday tune. Can children play in time and together in groups)	3- Listen and respond to songs about Diwali and watch some dances that tell the story of Rama and Sita.	4- To perform from memory away in a manger.				
Spring 1	1-To listen to and explore different dinosaur roars	2- To develop a sense of pulse. Can you keep the pulse? (Everyone lesson plan)	3- To explore pulse and rhythm in music. To develop a sense of pitch and rhythm.	4- To explore pulse and rhythm in music.	5- To explore pulse and rhythm in music. To sing a topic appropriate song.			
Spring 2	1-Charanga- Our World	2- Charanga - Our world. To explore different instruments and create music for the different transport. What would be the	3 - Charanga - Our world	4 - Charanga - Our world	5 - C.haranga - Our world To create music using the xylophones to create music for the story of the Journey. What sort of sound	6 - C.haranga - Our world		

Curriculum Plan – Music

	To explore different instruments and create music for the different transport. <i>What would be the best instruments to use? How will you make sounds with the instruments?</i> (Quiet and Loud)	<i>best instruments to use? How will you make sounds with the instruments?</i> (Quiet and Loud)			will you hear? Is it fast or slow?			
Summer 1	(Charanga)-Big Bear Funk. 1-To develop rhythm and pulse. Explore instrument hit/rattle etc. to repeat rhythms.	2-To show rhythm cards and children clap the rhythms e.g., ant	3-To develop rhythm and pulse. (Charanga)-Big Bear Funk	4-To develop rhythm and pulse. (Charanga)-Big Bear Funk	5-To develop rhythm and pulse. (Charanga)-Big Bear Funk	6-To develop rhythm and pulse. (Charanga)-Big Bear Funk		
Summer 2	1- Compose music to accompany sea themed songs. To learn 'Down there under the sea' song on SING UP.	2- To learn 'Down there under the sea' song on SING UP.	3- To learn 'Down there under the sea' song on SING UP.	4- To explore different sounds, you hear on the beach. <i>What sounds do you hear on the beach?</i> To use percussion instruments and create the sounds of the sea. To create changes in the sea using loud crashes for e.g., rough sea. To learn 'Down there under the sea' song on SING UP.	5- To create sounds of the beach on music trail. <i>What sounds can you make with the bucket and spades?</i> To sing alphabet songs. To learn 'Down there under the sea' song on SING UP.	6- To sing from memory sea songs.	7- To sing sea songs from memory. C- to learn 'Down there under the sea' song on SING UP	
Year 1								

Curriculum Plan – Music

Autumn 1								
Autumn 2	<p>To use their voices expressively and creatively by singing songs.</p> <p style="color: #00aaff;">Learn Jingle bells</p>	<p>To learn Christmas songs using instruments to accompany songs</p> <p>To use their voices expressively and creatively by singing songs.</p> <p>To play tuned and untuned instruments musically.</p> <p style="color: #00aaff;">Use instruments alongside singing for Jingle bells.</p>	<p>To use their voices expressively and creatively by singing songs.</p> <p style="color: #00aaff;">Learn Santa Claus is coming to town.</p>	<p>To learn Christmas songs using instruments to accompany songs</p> <p>To use their voices expressively and creatively by singing songs.</p> <p>To play tuned and untuned instruments musically.</p> <p style="color: #00aaff;">Use instruments alongside singing Santa Claus is coming to town.</p>	<p>To use their voices expressively and creatively by singing songs.</p> <p style="color: #00aaff;">Learn 12 days of Christmas</p>	<p>To learn Christmas songs using instruments to accompany songs</p> <p>To use their voices expressively and creatively by singing songs.</p> <p>To play tuned and untuned instruments musically.</p> <p style="color: #00aaff;">Use instruments alongside singing 12 days of Christmas.</p>		
Spring 1	<p>Listen with concentration and understanding to a range of music.</p> <p>To begin to understand the musical concepts of pulse, rhythm and pitch.</p> <p>To listen and learn songs from The Greatest Showman.</p>	<p>To begin to learn the lyrics to a new song</p> <p>To begin to use the Glockenspiel to create music.</p>	<p>To practise playing the Glockenspiel with the song Round and Round.</p>	<p>To begin to use the Glockenspiel to improvise with the song Round and Round.</p>	<p>To sing and play instrumental parts to the song Round and Round.</p>	<p>To perform the song Round and Round to an audience.</p>	<p>Listen with concentration and understanding to a range of music.</p> <p>To begin to understand the musical concepts of pulse, rhythm and pitch.</p>	
Spring 2								
Summer 1	<p>1-To begin to recognise styles, find the pulse, recognise instruments,</p>	<p>2-To begin to internalise, understand, feel, know how the</p>	<p>3-To understand pulse, rhythm, pitch, tempo, dynamics.</p>	<p>4-To begin to learn about working in a group /band /ensemble.</p>	<p>5-To start to play a classroom instrument in a group/band/ensemble.</p>	<p>6-To create their own responses, melodies and rhythms and</p>		

Curriculum Plan - Music

	listen, discuss other dimensions of music.	dimensions of music work together.			To explore and create your own responses, melodies and rhythms.	record them in some way. To work together in a group/ band/ ensemble and perform		
Summer 2								
Year 2								
Autumn 1	1 - Hands, Feet, Heart unit To listen to detail and recall orally.	2 - To give opinions on different genres of music based on knowledge.	3 - To learn to play the glockenspiels and sing a piece of music.	4 - To perform, with control and expression, both solo and in ensembles.				
Autumn 2	*1 - Listen with concentration and understanding to a range of music. To begin to understand the musical concepts of pulse, rhythm and pitch.	2 - Listen with concentration and understanding to a range of music. To begin to compose new lyrics to a song	3 - To continue to understand how to play tuned instruments musically.	4 - To listen to songs (twelve days of Christmas and Ho Ho Ho) and begin to understand how different music evokes different emotions. .	5 - To begin to sing songs from memory (twelve days of Christmas) showing dynamic contrasts including tempo.	6 - To perform a song, singing it from memory applying knowledge of dynamic contrasts..		
Spring 1								
Spring 2	1-To listen to, detail and recall a song orally. To begin to recognise the basic style indicators of rock music. 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. <i>Can you name any different styles of music? What can you hear? What do you</i>	2-To learn about voices singing notes of different pitches (high and low). To learn that they can make different types of sounds with their voices. To learn to find a comfortable singing position. To learn to start and stop singing when following a leader.	3-To know how to treat instruments carefully and with respect. To learn to play a tuned instrumental part that matches their musical challenge. To play the part in time with the steady pulse. To listen to and follow musical instructions from a leader.	4- To choose a song they have learnt and perform it. To record the performance and say how they were feeling about it. <i>How did you feel the performance went? Is there any part of it you would do differently if you were to perform it again? How did the performance make you feel?</i>				

Curriculum Plan - Music

	think of this style of music? Have you heard of rock music before? What is a rhythm? How can we show the rhythm using our bodies? What is the difference between rhythm and pulse?							
Summer 1								
Summer 2	1-To listen with concentration and understanding to a range of music. To use voice expressively and creatively by singing songs. To understand the underlying pulse of a song.	2-To listen with concentration and understanding to a range of music. To play untuned instruments during a song.	3-To use voice expressively and improvise parts of a song using voices and untuned instruments.	4-To listen with concentration and understanding to a range of music styles and compare them. *To begin to play a tuned instrument during a song.	5-To play a tuned instrument during a song without support.	6-To listen with concentration and understanding to a range of music. To make decisions in a group in order to compose a response to a song using voices, untuned and tuned instruments.	7-To compose a response to a song using voices, untuned and tuned instruments. To perform a final composition as a group to an audience.	
Year 3								
Autumn 1								
Autumn 2	To listen to detail in a song and recall aurally. <i>Are we singing in tune?</i> <i>Can you clap in time with the beat of the music?</i>	To sing back simple tunes showing an awareness of tempo and dynamics. <i>Is the tempo fast or slow?</i> <i>Do the dynamics stay the same throughout the song?</i>	To listen to other group members and stay in tune and at the same tempo. <i>Are we all singing at the same speed?</i> <i>What can we do to make sure we keep in time with the music?</i>	To use voices with increasing accuracy, fluency, control and expression. <i>Is there anything we can do to improve our singing?</i>	To perform with increasing accuracy, fluency, control and expression.			
Spring 1	To play untuned instruments, recalling simple rhythmic patterns. <i>What dynamics did I hear in the pattern</i>	To work together as an ensemble and create a simple rhythmic composition using untuned instruments.	To work together to add dynamics to a composition and improve it.	To perform and evaluate our compositions				

Curriculum Plan – Music

	<p>(Fast/slow, loud/quiet)?</p> <p>To improvise simple rhythmic phrases.</p> <p>How can I answer the phrase I have heard?</p> <p>What dynamics shall I use?</p>	<p>To begin to understand what a time signature is.</p> <p>What is a composition?</p> <p>What symbols and sounds could I give these everyday machines?</p> <p>How are we keeping in time?</p>	<p>What story/mood are we trying to show in our composition?</p> <p>What symbols might sound better in a different place?</p> <p>What dynamic contrasts could we use to improve or alter the mood of our composition?</p>	<p>Did we keep in time with each other?</p> <p>What mood was created by the composition? How was this created (instrument choice, speed, volume)?</p> <p>What would make the composition better?</p>				
Spring 2	<p>1-To listen to and begin to recognise the basic style indicators of Reggae music.</p> <p>Can you name any different styles of music? What can you hear? What do you think is the style of music?</p>	<p>2-To experience and learn how to apply key musical concepts/elements, e.g. finding a pulse, clapping a rhythm, use of pitch.</p> <p>What is a rhythm? Can you clap to the rhythm? What is the difference between rhythm and pulse?</p>	<p>3-To sing and perform compositions.</p> <p>Are we keeping to the beat?</p> <p>Is the rhythm the right pace?</p> <p>Are we loud enough?</p>	<p>4-To play the accompanying instrumental parts with or without notated scores.</p> <p>What instruments can you hear? How can we define the music as reggae? How can we keep to a rhythm when we perform?</p>	<p>5-To develop creativity through improvising and composing within the song.</p> <p>How is the song put together? Do we need any solos?</p> <p>How can the instruments support our song?</p>	<p>6-To choose a song they have learnt and perform it.</p> <p>*To record the performance and say how they were feeling about it.</p> <p>How did you feel the performance went? Is there any part of it you would do differently if you were to perform it again?</p>		
Summer 1	<p>1-Ancient Egyptian songs from Charanga - the children will be introduced to a new song each week.</p> <p>To use voice with increasing accuracy, control and expression.</p> <p>To listen to and appraise a piece of music.</p> <p>To sing in unison as a whole class.</p>	<p>To identify and move to the pulse of a piece of music.</p> <p>To sing part of a song in unison with a small group.</p> <p>To know the difference between rhythm and pulse.</p> <p>To practise singing in a round.</p>	<p>To know how pulse, rhythm and pitch work together to create a song.</p> <p>To perform a song and evaluate the performance.</p>					

Curriculum Plan - Music

Summer 2								
Year 4								
Autumn 1	Taught through Clarinet lessons.							
Autumn 2	Taught through Clarinet lessons.							
Spring 1	Taught through Clarinet lessons.							
Spring 2	Taught through Clarinet lessons.							
Summer 1	Taught through Clarinet lessons.							
Summer 2	Taught through Clarinet lessons.							
Year 5								
Autumn 1								
Autumn 2	<p>1- To listen and reflect on a piece of seasonal music. <i>What instruments are used? How has the composer made it sound 'Christmassy'? Describe the texture of the song (ABAB....) Do the lyrics tell a story? How does it make you feel? Why?</i></p>	<p>2- To begin to read and play notes on the treble clef. <i>How many beats are there in each bar? Which notes can you name? How many beats is each note worth?</i></p>	<p>3- To listen to others in a group when playing in unison, to ensure you are playing in time. To perform as an ensemble. <i>What is a conductor? What is his/her role? How else can we make sure we are playing in unison?</i></p>					
Spring 1	<p>1-To learn how music has developed through the 20th Century. To name famous musical artists from the Jazz era. <i>When and where was Jazz first played?</i></p>	<p>2-To learn musical language appropriate to a task (<i>pulse, rhythm, syncopation</i>) To improvise and begin to play Jazz motifs in an ensemble.</p>	<p>3-To refine Jazz rhythms and perform as an ensemble. To evaluate a performance. <i>Did our rhythms work together?</i></p>					

Curriculum Plan - Music

	How can we identify Jazz music? <i>(instruments, rhythm)</i>	How can we make sure we stay in time?	How accurate was our timing? Does it sound like a Jazz rhythm?					
Spring 2								
Summer 1	(Charanga-Fresh Prince of Bel Air by Will Smith) 1-To begin to recognise the basic style indicators of old school hip-hop	2- To begin to play complex rhythms using the glockenspiel	3- To improvise more complex rhythms to a melody	4- To compose more complex rhythms	5- To show confidence when performing a piece			
Summer 2								
Year 6								
Autumn 1								
Autumn 2	To listen with attention to detail and recall sounds with increasing aural memory.	To use voices with increasing accuracy.	To use voices with increasing fluency and control.	To use voices with increasing control and expression.	To perform in an ensemble context.			
Spring 1								
Spring 2								
Summer 1	To develop an understanding of the history of music, using musical vocabulary to identify features. To understand the role of music during WW2. <i>What affect might music have had on people during WW2?</i>	To listen to and appraise well-known marching songs from WW2. <i>Why might music have been important to soldiers during the war?</i> <i>What do the songs have in common?</i>	To know about the life career and music of Vera Lynn, and listen with attention to detail to understand the lyrics behind a well-known song. <i>Why did 'We'll Meet Again' resonate with people in 1939?</i>	To perform in an ensemble, using voices with increasing control and expression.				

Curriculum Plan - Music

	<i>Why do you think _ was popular during WW2?</i>							
Summer 2	To use and understand staff and other musical notations.	To improvise and compose music for an audience.	To improvise and compose music for an audience.					