



Personal **R**esponsibility **I**n **D**elivering **E**xcellence

Music Progression Overview

		Music Curriculum Coverage							
		F1	F2	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
Listen and Appraise	Statutory NC Content	<u>Expressive Arts and Design</u> <u>ELG: Being Imaginative and Expressive:</u>		Pupils are taught to: Listen with concentration and understanding to a range of high quality live and recorded music.		Pupils are taught to: Appreciate and understand a wide range of high-quality music drawn from different traditions and from great composers and musicians. Develop an understanding of the history of music.			
	Skills Content	<u>Communication and Language</u> Birth to 3: Turn towards familiar sounds. They are also startled by loud noises and accurately locate the source of a familiar person's voice, such as their key person or a parent. <u>Expressive Arts and Design</u> Birth to 3: Show attention to sounds and music. Respond emotionally and physically to music when it changes. <u>3- and 4-Year-Olds:</u> Listen with increased attention to sounds. Respond to what they have heard, expressing their thoughts and feelings.	<u>Communication and Language</u> Children in Reception: Listen carefully to rhymes and songs, paying attention to how they sound. <u>Expressive Arts and Design</u> Children in Reception: Listen attentively, move to, and talk about music, expressing their feelings and responses. <u>ELG: Being Imaginative and Expressive:</u> Perform songs, rhymes, poems, and stories with others, and (when appropriate) try to move in time with music.	To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.	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.	To confidently identify and move to the pulse. To think about what the words of a song mean. To take it in turn to discuss how the song makes them feel. Listen carefully and respectfully to other people's thoughts about the music.	To confidently identify and move to the pulse. To talk about the musical dimensions working together in the Unit songs e.g., if the song gets louder in the chorus (dynamics). Talk about the music and how it makes them feel. Listen carefully and respectfully to other people's thoughts about the music. When you talk try to use musical words	To identify and move to the pulse with ease. To think about the message of songs. To compare two songs in the same style, talking about what stands out musically in each of them, their similarities, and differences. Listen carefully and respectfully to other people's thoughts about the music. When you talk try to use musical words.	To identify and move to the pulse with ease. To think about the message of songs. To compare two songs in the same style, talking about what stands out musically in each of them, their similarities, and differences. Listen carefully and respectfully to other people's thoughts about the music. Use musical words when talking about the songs. To talk about the musical dimensions working together in the Unit songs. Talk about the music and how it makes you feel, using musical language to describe the music.

Listen and Appraise	Retrieval of Prior Knowledge		<p>(F1) To know ten nursery rhymes off by heart.</p>	<p>(F2) To know twenty nursery rhymes off by heart.</p> <p>(F2) To know the stories of some of the nursery rhymes.</p>	<p>(Y1) To know 5 songs off by heart</p>	<p>(Y1 & Y2) To know 5 songs off by heart.</p> <p>(Y1) To know what the songs are about.</p> <p>(Y1) To know and recognise the sound and names of some of the instruments they use.</p> <p>(Y2) To know some songs have a chorus or a response/answer part.</p> <p>(Y2) To know that songs have a musical style.</p>	<p>(Y3) To know five songs from memory and who sang them or wrote them.</p> <p>(Y3) To choose one song and be able to talk about:</p> <ul style="list-style-type: none"> o Its lyrics: what the song is about o Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm, and pitch) o Identify the main sections of the song (introduction, verse, chorus etc.) o Name some of the instruments they heard in the song. 	<p>(Y3 & Y4) To know five new songs from memory and who sang them or wrote them.</p> <p>(Y3 & Y4) To know the style of the five songs.</p> <p>(Y3 & Y4) To choose one song and be able to talk about:</p> <ul style="list-style-type: none"> o Its lyrics: what the song is about o Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm, and pitch) o Identify the main sections of the song (introduction, verse, chorus etc.) o Name some of the instruments they heard in the song. <p>(Y4) Some of the style indicators of that song (musical characteristics that give the song its style).</p>	<p>(Y5) To know five songs from memory, who sang or wrote them, when they were written and, if possible, why?</p> <p>(Y5) To know the style of the five songs and to name other songs from the Units in those styles.</p> <p>(Y5) To choose two or three other songs and be able to talk about:</p> <ul style="list-style-type: none"> - Some of the style indicators of the songs (musical characteristics that give the songs their style) - The lyrics: what the songs are about. - Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, and pitch) - Identify the main sections of the songs (intro, verse, chorus etc.) - Name some of the instruments they heard in the songs. - The historical context of the songs.
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Listen and Appraise	New Knowledge	<p>To know that music can make you feel happy or sad.</p> <p>To enjoy moving to music.</p>	<p>To learn that music can touch your feelings.</p> <p>To enjoy moving to music by dancing, marching, being animals or Pop stars</p>	<p>To know 5 songs off by heart.</p> <p>To know what the songs are about.</p> <p>To know and recognise the sound and names of some of the instruments they use.</p>	<p>To know five new songs off by heart.</p> <p>To know some songs, have a chorus or a response/answer part.</p> <p>To know that songs have a musical style.</p>	<p>To know five songs from memory and who sang them or wrote them.</p> <p>To know the style of the five songs.</p> <p>To choose one song and be able to talk about:</p> <ul style="list-style-type: none"> - Its lyrics: what the song is about. - Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm, and pitch) - Identify the main sections of the song (introduction, verse, chorus etc.) - Name some of the instruments they heard in the song 	<p>To know five new songs from memory and who sang them or wrote them.</p> <p>To know the style of the five songs. To choose one song and be able to talk about:</p> <p>Some of the style indicators of that song (musical characteristics that give the song its style).</p>	<p>To know five songs from memory, who sang or wrote them, when they were written and, if possible, why?</p> <p>To know the style of the five songs and to name other songs from the Units in those styles.</p> <p>To choose two or three other songs and be able to talk about:</p> <ul style="list-style-type: none"> - Some of the style indicators of the songs (musical characteristics that give the songs their style) - The lyrics: what the songs are about. - Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, and pitch) - Identify the main sections of the songs (intro, verse, chorus etc.) - Name some of the instruments they heard in the songs. - The historical context of the songs. What else was going on at this time? 	<p>To know the style of the songs and to name other songs from the Units in those styles.</p> <p>To choose three or four other songs and be able to talk about:</p> <ul style="list-style-type: none"> - The style indicators of the songs (musical characteristics that give the songs their style) - The lyrics: what the songs are about. - Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm, pitch, and timbre) - Identify the structure of the songs (intro, verse, chorus etc.) - Name some of the instruments used in the songs. - The historical context of the songs. What else was going on at this time, musically and historically? - Know and talk about that fact that we each have a musical identity
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Singing	Statutory NC Content	<u>Expressive Arts and Design</u> <u>ELG: Being Imaginative and Expressive:</u> Perform songs.		Pupils are taught to: Use their voices expressively and creatively by singing songs and speaking chants and rhymes.		Pupils are taught to: Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control, and expression.			
	Skills Content	<u>Communication and Language</u> Birth to 3: Enjoy singing, music and toys that make sounds. Use intonation, pitch and changing volume when 'talking'. 3- and 4-Year-Olds: Sing a large repertoire of songs. <u>Expressive Arts and Design</u> Birth to 3: Explore their voices and enjoy making sounds. Join in with songs and rhymes, making some sounds. Make rhythmical and repetitive sounds. 3- and 4-Year-Olds: Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down, and up) of familiar songs. Create their own songs or improvise a song around one they know.	<u>Communication and Language</u> Children in Reception: Learn rhymes, poems, and songs. <u>Expressive Arts and Design</u> Children in Reception: Create collaboratively sharing ideas, resources, and skills. 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. <u>ELG: Being Imaginative and Expressive:</u> 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.	Learn about voices, singing notes of different pitches (high and low). Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm. Learn to start and stop singing when following a leader.	Learn about voices singing notes of different pitches (high and low). Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm). Learn to find a comfortable singing position. Learn to start and stop singing when following a leader.	To sing in unison and in simple two-parts. To demonstrate a good singing posture. To follow a leader when singing. To enjoy exploring singing solo. To sing with awareness of being 'in tune'. To have an awareness of the pulse internally when singing.	To sing in unison and in simple two-parts. To demonstrate a good singing posture. To follow a leader when singing. To enjoy exploring singing solo. To sing with awareness of being 'in tune'. To re-join the song if lost. To listen to the group when singing.	To sing in unison and to sing backing vocals. To enjoy exploring singing solo. To listen to the group when singing. To demonstrate a good singing posture. To follow a leader when singing. To experience rapping and solo singing. To listen to each other and be aware of how you fit into the group. To sing with awareness of being 'in tune'.	To sing in unison and to sing backing vocals. To demonstrate a good singing posture. To follow a leader when singing. To experience rapping and solo singing. To listen to each other and be aware of how you fit into the group. To sing with awareness of being 'in tune'.

		F1	F2	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
Playing	Statutory NC Content	<u>Expressive Arts and Design</u> <u>ELG: Being Imaginative and Expressive:</u>		Pupils are taught to: Play tuned and un-tuned instruments musically		Pupils are taught to: Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control, and expression.			
	Skills Content	<u>Communication and Language</u> <u>Birth to 3:</u> Turn towards familiar sounds. They are also startled by loud noises and accurately locate the source of a familiar person's voice, such as their key person or a parent. Enjoy singing, music and toys that make sounds. <u>Expressive Arts and Design</u> <u>Birth to 3:</u> Join in with songs and rhymes, making some sounds. Explore a range of sound-makers and instruments and play them in different ways. <u>3- and 4-Year-Olds:</u> Play instruments with increasing control to express their feelings and ideas.	<u>Expressive Arts and Design</u> <u>Children in Reception:</u> 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. Explore and engage in music making and dance, performing solo or in groups. <u>ELG: Being Imaginative and Expressive:</u> Perform songs, rhymes, poems, and stories with others, and (when appropriate) try to move in time with music.	Treat instruments carefully and with respect. Play a tuned instrumental part with the song they perform. learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part). Listen to and follow musical instructions from a leader.	Treat instruments carefully and with respect. Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part) Play the part in time with the steady pulse. Listen to and follow musical instructions from a leader.	To treat instruments carefully and with respect Play anyone, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation. To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader	To treat instruments carefully and with respect. Play anyone, or all four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song from memory or using notation. To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader. To experience leading the playing by making sure everyone plays in the playing section of the song.	Play a musical instrument with the correct technique within the context of the Unit song. Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation. To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader. To lead a rehearsal session.	Play a musical instrument with the correct technique within the context of the Unit song. Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation. To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader. To lead a rehearsal session.

Playing	Retrieval of Prior Knowledge		(F1) Perform a known nursery rhyme or song in front of others.	(F2) A performance is sharing music. (EYFS) Play instruments with increasing control to express their feelings and ideas.	(Y1) Learn the names of the notes in their instrumental part from memory or when written down. (Y1) To know the names of the instruments they are playing.	(Y1) To know the names of the instruments they are playing. (Y2) To know the names of untuned percussion instruments played	(Y3) To know and be able to talk about: The instruments used in class (a glockenspiel, a recorder)	(Y2) Learn the names of the notes in their instrumental part from memory or when written down. (Y4) To know and be able to talk about: - Other instruments they might play or be played in a band or orchestra or by their friends.	(Y4) <i>Some instruments they might play or be played in a band or orchestra by their friends.</i> (Y5) Different ways of writing music down – e.g., staff notation, symbols (Y5) The notes C, D, E, F, G, A, B + C on the treble stave
	New Knowledge	Perform known nursery rhymes by singing and using actions or dance. Perform known nursery rhymes adding percussion instruments.	Perform any of the nursery rhymes by singing and adding actions or dance. Perform any nursery rhymes or songs adding a simple instrumental part. Record the performance to talk about	Learn the names of the notes in their instrumental part from memory or when written down. Learn the names of the instruments they are playing	Learn the names of the notes in their instrumental part from memory or when written down. Know the names of untuned percussion instruments played in class.	To know and be able to talk about the instruments used in class (a glockenspiel, a recorder)	To know and be able to talk about: - The new instruments used in class (a glockenspiel, recorder, or xylophone). - Other instruments they might play or be played in a band or orchestra or by their friends.	To know and be able to talk about: - Different ways of writing music down – e.g., staff notation, symbols. -The notes C, D, E, F, G, A, B + C on the treble stave	To know and be able to talk about: - Different ways of writing music down – e.g., staff notation, symbols - The notes C, D, E, F, G, A, B + C on the treble stave - The instruments they might play or be played in a band or orchestra or by their friends

		F1	F2	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
Improvisation	Statutory NC Content	<u>Expressive Arts and Design</u> <u>ELG: Being Imaginative and Expressive:</u>		Pupils are taught to: Experiment with, create, select, and combine sounds using the inter-related dimensions of music.		Pupils are taught to: Improvise and compose music for a range of purposes using the inter-related dimensions of music. Listen with attention to detail and recall sounds with increasing aural memory. Use and understand staff and other musical notations.			
	Skills Content	<u>Communication and Language</u> Birth to 3: Turn towards familiar sounds. They are also startled by loud noises and accurately locate the source of a familiar person's voice, such as their key person or a parent. Enjoy singing, music and toys that make sounds. 3- and 4-Year-Olds: Sing a large repertoire of songs. <u>Expressive Arts and Design</u> Birth to 3: Show attention to sounds and music. Respond emotionally and physically to music when it changes. Move and dance to music. Explore their voices and enjoy making sounds. Join in with songs and Make rhythmical and repetitive sounds. 3- and 4-Year-Olds: Sing the melodic shape (moving melody, such as up and down, down, and up) of familiar songs. Create their own songs or improvise a song around one they know.	<u>Communication and Language</u> Children in Reception: Listen carefully to rhymes and songs, paying attention to how they sound. <u>Expressive Arts and Design</u> Children in Reception: 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. Explore and engage in music making and dance, performing solo or in groups. <u>ELG: Being Imaginative and Expressive:</u> Perform songs, rhymes, poems, and stories with others, and (when appropriate) try to move in time with music.	Use the improvisation tracks provided. Improvise using the three challenges: 1. Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words). 2. Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. 3. Improvise! – Take it in turns to improvise using one or two notes.	Use the improvisation tracks provided. Improvise using the three challenges: 1. Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words). 2. Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. 3. Improvise! – Take it in turns to improvise using one or two notes.	Improvise using instruments in the context of the song they are learning to perform. Using the improvisation tracks provided, children will complete the Bronze, Silver or Gold Challenges: ● Bronze Challenge: - Copy Back – Listen and sing back - Play and Improvise – Using instruments, listen and play your own answer using one note. - Improvise! – Take it in turns to improvise using one note. ● Silver Challenge: - Sing, Play and Copy Back – Listen and copy back using instruments, using two different notes. - Play and Improvise – Using your instruments, listen and play your own answer using one or two notes. - Improvise! – Take it in turns to improvise using one or two notes. ● Gold Challenge: - Sing, Play and Copy Back – Listen and copy back using instruments, two different notes. - Play and Improvise – Using your instruments, listen and play your own answer using two different notes. - Improvise! – Take it in turns to improvise using three different notes.	Improvise using instruments in the context of a song they are learning to perform. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges. ● Bronze Challenge: - Copy Back – Listen and sing back melodic patterns - Play and Improvise – Using instruments, listen and play your own answer using one note. - Improvise! – Take it in turns to improvise using one note. ● Silver Challenge: - Sing, Play and Copy Back – Listen and copy back using instruments, using two different notes. - Play and Improvise – Using your instruments, listen and play your own answer using one or two notes. - Improvise! – Take it in turns to improvise using one or two notes. ● Gold Challenge: - Sing, Play and Copy Back – Listen and copy back using instruments, two different notes. - Play and Improvise – Using your instruments, listen and play your own answer using two different notes. - Improvise! – Take it in turns to improvise using three different notes.	Improvise using instruments in the context of a song to be performed. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges. / 1. Play and Copy Back - Bronze – Copy back using instruments. Use one note. - Silver – Copy back using instruments. Use the two notes. - Gold – Copy back using instruments. Use the three notes. 2. Play and Improvise You will be using up to three notes: - Bronze – Question and Answer using instruments. Use one note in your answer. - Silver – Question and Answer using instruments. Use two notes in your answer. Always start on a G. - Gold – Question and Answer using instruments. Use three notes in your answer. Always start on a G. 3. Improvisation! You will be using up to three notes. The notes will be provided on-screen and in the lesson plan: - Bronze – Improvise using one note. - Silver – Improvise using two notes. - Gold – Improvise using three notes. Classroom Jazz 2 – Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern)	Improvise using instruments in the context of a song to be performed. Use the improvisation tracks provided and improvise using the Bronze, Silver or Gold Challenges. 1. Play and Copy Back - Bronze – Copy back using instruments. Use one note. - Silver – Copy back using instruments. Use the two notes. - Gold – Copy back using instruments. Use the three notes. 2. Play and Improvise You will be using up to three notes: - Bronze – Question and Answer using instruments. Use one note in your answer. - Silver – Question and Answer using instruments. Use two notes in your answer. Always start on a G. - Gold – Question and Answer using instruments. Use three notes in your answer. Always start on a G. 3. Improvisation! You will be using up to three notes. The notes will be provided on-screen and in the lesson plan: - Bronze – Improvise using one note. - Silver – Improvise using two notes. - Gold – Improvise using three notes. Classroom Jazz 2 – Improvise with a feeling for the style of Bossa Nova and Swing using the notes D, E, G, A + B (pentatonic scale/a five-note pattern)

Improvisation	Retrieval of Prior Knowledge		<p>(F1) Explore using their voices and enjoy making sounds.</p> <p>(F1) To create their own songs or improvise a song around one they know.</p>	<p>(F2) Explore, use, and refine a variety of artistic effects to express their ideas and feelings.</p> <p>(F2) Return to and build on their previous learning, refining ideas and developing their ability to represent them.</p> <p>(F2) Create collaboratively sharing ideas, resources, and skills.</p> <p>(F2) Explore and engage in music making and dance, performing solo or in groups.</p>	<p>(Y1) Improvisation is making up your own tunes on the spot.</p> <p>(Y1) When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</p> <p>(Y1) Everyone can improvise!</p>	<p>(Y1) Improvisation is about making up your own tunes on the spot.</p> <p>(Y1) When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</p> <p>(Y2) Everyone can improvise, and you can use one or two notes.</p>	<p>(Y3) Improvisation is making up your own tunes on the spot.</p> <p>(Y3) When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</p> <p>(Y3) To know that using one or two notes confidently is better than using five.</p> <p>(Y3) To know that if you improvise using the notes you are given, you cannot make a mistake.</p>	<p>(Y3) Improvisation is making up your own tunes on the spot</p> <p>(Y3) When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</p> <p>(Y3) To know that using one or two notes confidently is better than using five</p> <p>(Y3) To know that if you improvise using the notes you are given, you cannot make a mistake.</p> <p>(Y4) To know that you can use some of the riffs you have heard in the Challenges in your improvisations</p> <p>(Y5) To know three well-known improvising musicians.</p>	<p>(Y3) Improvisation is making up your own tunes on the spot</p> <p>(Y3) When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</p> <p>(Y3) To know that using one or two notes confidently is better than using five</p> <p>(Y3) To know that if you improvise using the notes you are given, you cannot make a mistake.</p> <p>(Y4) To know that you can use some of the riffs you have heard in the Challenges in your improvisations.</p> <p>(Y5) To know three well-known improvising musicians.</p>
	New Knowledge	<p>To create their own songs, or improvise a song around one they know (e.g., Changing the words to a well-known song or nursery rhyme)</p>	<p>To explore and engage in music making in solo or in groups to express their ideas and feelings.</p> <p>To return to and build on their previous learning, refining ideas and developing their ability to represent them.</p>	<p>Improvisation is about making up your own tunes on the spot.</p> <p>When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</p> <p>Everyone can improvise!</p>	<p>Improvisation is making up your own tunes on the spot.</p> <p>When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</p> <p>To know that using one or two notes confidently is better than using five.</p> <p>To know that if you improvise using the notes you are given, you cannot make a mistake</p>	<p>To know that you can use some of the riffs you have heard in the Challenges in your improvisations</p>	<p>To know three well-known improvising musicians</p>	<p>Improvisation is making up your own tunes on the spot.</p> <p>When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</p> <p>To know that using one, two or three notes confidently is better than using five.</p> <p>To know that if you improvise using the notes you are given, you cannot make a mistake.</p> <p>To know that you can use some of the riffs and licks you have learnt in the Challenges in your improvisations.</p> <p>To know three well-known improvising musicians</p>	

		F1	F2	Yr1	Yr2	Yr3	Yr4	Yr5	Yr6
Composition	Statutory NC Content	<u>Expressive Arts and Design</u> <u>ELG: Being Imaginative and Expressive:</u>		Pupils are taught to: Experiment with, create, select, and combine sounds using the inter-related dimensions of music.		Pupils are taught to: Improvise and compose music for a range of purposes using the inter-related dimensions of music. Listen with attention to detail and recall sounds with increasing aural memory. Use and understand staff and other musical notations.			
	Skills Content	<u>Communication and Language</u> <u>Birth to 3:</u> Turn towards familiar sounds. They are also startled by loud noises and accurately locate the source of a familiar person's voice, such as their key person or a parent. Enjoy singing, music and toys that make sounds. <u>3- and 4-Year-Olds:</u> Sing a large repertoire of songs. <u>Expressive Arts and Design</u> <u>Birth to 3:</u> Show attention to sounds and music. Respond emotionally and physically to music when it changes. Move and dance to music. Explore their voices and enjoy making sounds. Join in with songs and Make rhythmical and repetitive sounds. <u>3- and 4-Year-Olds:</u> Sing the melodic shape (moving melody, such as up and down, down, and up) of familiar songs. Create their own songs or improvise a song around one they know.	<u>Communication and Language</u> <u>Children in Reception:</u> Listen carefully to rhymes and songs, paying attention to how they sound. Learn rhymes, poems, and songs. <u>Expressive Arts and Design</u> <u>Children in Reception:</u> 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. Explore and engage in music making and dance, performing solo or in groups. <u>ELG: Being Imaginative and Expressive:</u> Perform songs, rhymes, poems, and stories with others, and (when appropriate) try to move in time with music.	Help to create a simple melody using one, two or three notes. Learn how the notes of the composition can be written down and changed if necessary.	Create three simple melodies with the Units using one, three or five different notes. Learn how the notes of the composition can be written down and changed if necessary.	Create at least one simple melody using one, three or five different notes. Plan and create a section of music that can be performed within the context of the unit song. Talk about how it was created. Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics, and tempo. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g., graphic/pictorial notation).	Help create at least one simple melody using one, three or all five different notes. Plan and create a section of music that can be performed within the context of the unit song. Talk about how it was created. Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics, and tempo. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g., graphic/pictorial notation).	Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. Explain the keynote or home note and the structure of the melody. Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g., graphic/pictorial notation).	Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. Explain the keynote or home note and the structure of the melody. Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g., graphic/pictorial notation).

Composition	Retrieval of Prior Knowledge		<p>(F1) Explore using their voices and enjoy making sounds.</p> <p>(F1) To create their own songs or improvise a song around one they know.</p>	<p>(F2) That musical ideas can be explored, built upon, and returned to</p>	<p>(Y1) Composing is like writing a story with music.</p> <p>(Y1) Everyone can compose.</p>	<p>(Y1 and 2) Composing is like writing a story with music.</p> <p>(Y1 and 2) Everyone can compose.</p> <p>(Y3) A composition is music that is created by you and kept in some way. It is like writing a story. It can be played or performed again to your friends.</p> <p>(Y3) There are different ways of recording compositions (letter names, symbols, audio etc.)</p>	<p>(Y3 and Y4) A composition: music that is created by you and kept in some way. It is like writing a story. It can be played or performed again to your friends.</p> <p>(Y3 and Y4) Different ways of recording compositions (letter names, symbols, audio etc.)</p>
	New Knowledge	<p>To create their own songs, or compose a new verse around a song they know (e.g., Changing the words to a well-known song or nursery rhyme)</p>	<p>To explore and engage in music making in solo or in groups to express their ideas and feelings.</p> <p>To return to and build on their previous learning, refining ideas and developing their ability to represent them.</p>	<p>Composing is like writing a story with music.</p> <p>Everyone can compose.</p>	<p>Composing is like writing a story with music.</p>	<p>A composition is music that is created by you and kept in some way. It is like writing a story. It can be played or performed again to your friends.</p> <p>Different ways of recording compositions (letter names, symbols, audio etc.)</p>	<p>A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture, and structure.</p> <p>Notation: recognise the connection between sound and symbol</p>

Performance	Statutory NC Content	<p>Expressive Arts and Design <u>ELG: Being Imaginative and Expressive:</u></p>		<p>Pupils are taught to: Play tuned and un-tuned instruments musically</p>		<p>Pupils are taught to: Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control, and expression.</p>			
	Skills Content	<p>Communication and Language <u>Birth to 3:</u> Turn towards familiar sounds. They are also startled by loud noises and accurately locate the source of a familiar person's voice, such as their key person or a parent. Enjoy singing, music and toys that make sounds.</p> <p>Expressive Arts and Design <u>Birth to 3:</u> Join in with songs and rhymes, making some sounds. Explore a range of sound-makers and instruments and play them in different ways.</p> <p>3- and 4-Year-Olds: Play instruments with increasing control to express their feelings and ideas.</p>	<p>Expressive Arts and Design <u>Children in Reception:</u> 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. Explore and engage in music making and dance, performing solo or in groups.</p> <p>ELG: Being Imaginative and Expressive: Perform songs, rhymes, poems, and stories with others, and (when appropriate) try to move in time with music.</p>	<p>Choose a song they have learnt from the Scheme and perform it.</p> <p>They can add their ideas to the performance.</p> <p>Record the performance and say how they were feeling about it.</p>	<p>Choose a song they have learnt from the Scheme and perform it.</p> <p>They can add their ideas to the performance.</p> <p>Record the performance and say how they were feeling about it.</p>	<p>To choose what to perform and create a programme.</p> <p>To communicate the meaning of the words and clearly articulate them.</p> <p>To talk about the best place to be when performing and how to stand or sit.</p> <p>To record the performance and say how they were feeling, what they were pleased with what they would change and why.</p>	<p>To choose what to perform and create a programme.</p> <p>Present a musical performance designed to capture the audience.</p> <p>To communicate the meaning of the words and clearly articulate them.</p> <p>To talk about the best place to be when performing and how to stand or sit.</p> <p>To record the performance and say how they were feeling, what they were pleased with what they would change and why.</p>	<p>To choose what to perform and create a programme.</p> <p>To communicate the meaning of the words and clearly articulate them.</p> <p>To talk about the venue and how to use it to best effect.</p> <p>To record the performance and compare it to a previous performance.</p> <p>To discuss and talk musically about it – "What went well?" and "It would have been even better if...?"</p>	<p>To choose what to perform and create a programme.</p> <p>To communicate the meaning of the words and clearly articulate them.</p> <p>To talk about the venue and how to use it to best effect.</p> <p>To record the performance and compare it to a previous performance.</p> <p>To discuss and talk musically about it – "What went well?" and "It would have been even better if...?"</p>

Performance	Retrieval of Prior Knowledge		<p>(F1) Perform a known nursery rhyme or song in front of others.</p>	<p>(F2) A performance is sharing music.</p> <p>(EYFS) To perform songs, rhymes, poems, and stories with others and try to move in time with music</p>	<p>(Y1) To know and be able to talk about a performance they have been part of (e.g., singing a song to others)</p>	<p>(Y1 and Y2) To be able to talk about performing in front of others and to know it is called an audience.</p>	<p>(Y2 and Y3) To know that a performance is planned, practised, and created in advance.</p> <p>(Y3) To know that a performance can be evaluated afterwards – how did it make you feel? What would you change and why?</p> <p>(Y3) To communicate the meaning of the words and clearly articulate them</p>	<p>(Y3 and Y4) To think carefully about the audience and design a musical performance that will best capture their interest.</p> <p>(Y3 and Y4) To think about the best way to ‘stage’ the performance – where/how to stand/sit.</p> <p>(Y3 and Y4) To communicate the meaning of the words and clearly articulate them.</p> <p>(Y3 and Y4) To know that a performance can be evaluated afterwards – how did it make you feel? What would you change and why?</p>	<p>(Y3 and Y4) To think carefully about the audience and design a musical performance that will best capture their interest.</p> <p>(Y5) To think about the best way to ‘stage’ the performance in the venue and use it to best effect.</p> <p>(Y5) To discuss and talk musically about the performance – What went well? It would have been even better if...</p>
	New Knowledge	<p>Perform known nursery rhymes by singing and using actions or dance.</p> <p>Perform known nursery rhymes adding percussion instruments.</p>	<p>Perform any of the nursery rhymes by singing and adding actions or dance.</p> <p>Perform any nursery rhymes or songs adding a simple instrumental part.</p> <p>Record the performance to talk about</p>	<p>Learn the names of the notes in their instrumental part from memory or when written down.</p> <p>Learn the names of the instruments they are playing</p>	<p>Articulation of the words is very important to communicate meaning.</p> <p>Staging is very important in a performance – where to be and when to sit/stand.</p> <p>Evaluation and reflection of the performance is important – what would they change and why?</p>	<p>That performances need to be planned carefully, with thought given to the type of audience and how to capture them</p>	<p>That consideration needs to be given to the venue and how best to use it when staging their performance.</p> <p>To make direct comparisons with previous performances.</p> <p>To discuss and reflect on their performance musically – what went well and how it could be improved further.</p>		

Music Long Term Plan: Based upon the Charange Scheme of Work – Terms and Units

	Autumn Term		Spring Term		Summer Term	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
F2	Me!	My Stories	Everyone!	Our World	Big Bear Funk	Reflect, Rewind and Replay
Year 1	Hey You!	Rhythm in the Way we Walk and Banana Rap	In the Groove	Round and Round	Your Imagination	Reflect, Rewind and Replay
Year 2	Hands, Feet, Heart	Ho, Ho, Ho!	I Wanna Play in a Band	Zoo Time	Friendship Song	Reflect, Rewind and Replay
Year 3	Let Your Spirit Fly	Glockenspiel Stage 1	Three Little Birds	The Dragon Song	Bringing Us Together	Reflect, Rewind and Replay
Year 4	Mama Mia	Glockenspiel Stage 2	Stop!	Lean On Me	Blackbird	Reflect, Rewind and Replay
Year 5	Livin' on a Prayer	Classroom Jazz 1	Make You Feel My Love	The Fresh Prince of Bel-Air	Dancing in the Street	Reflect, Rewind and Replay
Year 6	Happy	Classroom Jazz 2	A New Year Carol	You've got a Friend	Music and Me	Reflect, Rewind and Replay