

EYFS					
TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
JOURNEYS	TOYS  Singing and rhyming	SUPERHEROES	LAND AND SEA	GROWING	ANIMALS
Expressive Arts and Design – Being Imaginative and Expressive					
Learning Experiences:  Learning songs for the nativity.	Pupils learn: <ul style="list-style-type: none"><li>To start to move freely to music, in a range of ways.</li><li>To sing, rap, rhyme, chant and use spoken word.</li><li>To be able to notice rhyme and offer examples of their own.</li><li>Other vocabulary – Loud, Quiet, Soft, High, Low</li></ul>				Substantive Threads: Responding and Reviewing (Music)  Singing (Music)
<p>PREREQUISITES</p> <p>Birth to Three Development Matters</p> <ul style="list-style-type: none"><li>To sing simple nursery rhymes and songs.</li><li>To rhyme simple words such as cat and hat.</li><li>To sing simple nursery rhymes and songs.</li><li>To play instruments in a range of ways such as using a beater on a drum.</li><li>Show attention to sounds and music.</li><li>Respond emotionally and physically to music when it changes.</li><li>Move and dance to music.</li><li>Anticipate phrases and actions in rhymes and songs, like 'Peepo'.</li><li>Join in with songs and rhymes, making some sounds.</li><li>Make rhythmical and repetitive sounds.</li><li>Explore a range of soundmakers and instruments and play them in different ways.</li></ul>					

EYFS					
TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
JOURNEYS	TOYS	SUPERHEROES  Responding and performing	LAND AND SEA	GROWING	ANIMALS
Expressive Arts and Design – Being Imaginative and Expressive					
<b>Learning Experiences:</b>  Using the story of Superworm to focus on chant and rhyme.	<b>Pupils learn:</b> <ul style="list-style-type: none"> <li>To start to move freely to music, in a range of ways.</li> <li>To <b>sing, rap, rhyme, chant</b> and use <b>spoken word</b>.</li> <li>To be able to notice <b>rhyme</b> and offer examples of their own.</li> </ul>				<b>Substantive Threads:</b> Responding and Reviewing (Music)  Singing (Music)

YEAR 1					
TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Menu Song		Who stole my chickens and my hen?  (Plus progression snapshot 2)			
↓		Interrelated dimension: Duration, pitch, tempo, timbre			
<b>Necessary context for learning:</b>  By singing the rhythm of the melody accurately  By playing a partner clapping game while singing a song...  By copying short rhythm patterns by ear...  By making up new lyrics and create short body percussion patterns to accompany the song...		...pupils learn:  <u>Singing</u> <ul style="list-style-type: none"><li>To demonstrate good singing posture.</li><li>To sing the rhythm of the melody accurately.</li><li>Mark rests in the song with actions, their voices, and instruments.</li></ul> <u>Listening</u> <ul style="list-style-type: none"><li>To listen to and copy short rhythm patterns by ear.</li><li>To describe tempo as fast or slow</li></ul> <u>Composing</u> <ul style="list-style-type: none"><li>To create and perform own rhythm patterns (fish and chips, spaghetti bolognaise) and perform for others.</li><li>To compose new lyrics and create short body percussion patterns to accompany the song.</li></ul> <u>Musicianship</u> <ul style="list-style-type: none"><li>To listen to and copy short rhythm patterns by ear.</li><li>To play a partner clapping game while singing a song.</li></ul>			
<b>PREREQUISITES</b> <ul style="list-style-type: none"><li>To Sing songs with a very small pitch range</li><li>To Improvise vocal chants, question and answer phrases</li></ul> <u>Key Musical Vocabulary</u> 4-beat patterns, rests, 'skipty' rhythm, clapping games. rhythm, rests					
<b>SUBSTANTIVE AND DISCIPLINARY LANGUAGE STEMS</b> <ul style="list-style-type: none"><li>To learn songs by heart, I can...</li><li>I can create a rhythm pattern by....</li><li>I can draw .....to help me remember my ideas.</li><li>We have used..... (one or more of the interrelated dimensions of music) to improve our composition/performance.</li></ul>					

YEAR 2					
TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Tony Chestnut		Grandma Rap		Tańczymy labada A Polish Folk Song	
		Interrelated dimensions: duration, pitch, structure, tempo, texture		<b>Duration:</b> beat, duration actions 'walk' (crotchet), 'jogging' (quavers), and 'shh' (crotchet rest), rhythm.  <b>Pitch:</b> pitch shape.  <b>Struture:</b> 4-beat rhythm.  <b>Tempo:</b> steady beat.  <b>Texture:</b> round.	
<b>Necessary context for learning:</b>  By chanting and playing rhythms' durations with actions:'walk (crotchet), and jogging, 'quavers' and shh (Crotchet rest) from stick notation....  By learning a clapping game to hi lo chicka lo that shows rhythm  By chanting Grandma rap rhythmically and performing an accompaniment that they create...  By composing 4 beat patterns using a looping app		<b>...pupils learn:</b>  <u>Singing</u> <ul style="list-style-type: none"><li>To sing songs with increasing vocal control, pitching with increasing accuracy</li><li>Chant Grandma rap rhythmically and perform to an accompaniment children create.</li></ul> <u>Musicianship</u>  Show the following durations with actions: 'walk' (crotchet) and 'jogging' (quavers). Chant and play rhythms using the durations of 'walk' (crotchet), 'jogging' (quavers), and 'shh' (crotchet rest) from stick notation.  <u>Composing</u> <ul style="list-style-type: none"><li>To use music technology to capture, change and combine sounds</li><li>Compose 4-beat patterns to create a new rhythmic accompaniment, using a looping app.</li></ul>			
<b>PREREQUISITES</b> <ul style="list-style-type: none"><li>To be able to match pitch, singing a song that moves in step.</li><li>Be able to keep a beat as they sing and clap a rhythm.</li><li>Be happy to sing independently and with a partner.</li><li>To be able to take musical turns.</li></ul> <u>Key Musical Vocabulary</u>  Duration, crotchet, quavers, crotchet rest, unison, round.					
<b>SUBSTANTIVE AND DISCIPLINARY LANGUAGE STEMS</b> <ul style="list-style-type: none"><li>I know when to start and stop singing by...</li><li>To get better at singing I could...</li><li>We have used this structure to develop our composition/performance:</li><li>Performing to others makes me feel...</li><li>Musicians have musical conversations to help them....</li></ul>					

YEAR 3					
TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
		<b>Latin Dance</b> <b>Interrelated dimensions:</b> <b>Duration:</b> beat, syncopation, 4 beats in a bar, rhythm pattern. <b>Pitch:</b> melody, chords. <b>Structure:</b> song (verse, chorus, instrumental), call-and-response. <b>Texture:</b> accompaniment. <b>Timbre:</b> piano, drums, bass, guitar, claves, timbale, trumpet, conga, bongos. <b>Style:</b> Latin, salsa. <b>Other:</b> Latin America.		<b>Fly with the Stars</b>	
		↓			
<b>Necessary context for learning:</b>  By learning to dance salsa, play a clave rhythm, sing the song and play a percussion part...        By composing rhythm patterns to accompany their class performance...		<b>...pupils learn:</b>  <u>Singing</u> <ul style="list-style-type: none"><li>To sing the syncopated rhythms in Latin dance and recognise a verse/chorus structure.</li></ul> <u>Listening</u> <ul style="list-style-type: none"><li>To listen to a range of Cuban pieces, understanding influences on the music and recognising some of its musical features.</li></ul> <u>Composing</u> <ul style="list-style-type: none"><li>To compose a 4-beat rhythm pattern to play during the instrumental sections.</li></ul> <u>Performing</u> <ul style="list-style-type: none"><li>To work in small groups to sing a call-and-response song with an invented drone accompaniment.</li><li>To play a one-note part contributing to the chords accompanying the verses.</li></ul>			
<b>PREREQUISITES</b> <ul style="list-style-type: none"><li>Sing songs with larger interval jumps with accurate pitch.</li><li>Feel a beat and demonstrate it with actions.</li><li>Be able to clap the rhythm of a song confidently.</li></ul> <u>Key Musical Vocabulary</u>  Salsa, beat, clave rhythm, timbre, chords, rhythm pattern.					
<b>SUBSTANTIVE AND DISCIPLINARY LANGUAGE STEMS</b> <ul style="list-style-type: none"><li>When I listen to salsa music it makes me....</li></ul>					

YEAR 4					
TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
This Little Light of Mine		The Doot Doot Song		Favourite Song	
		Interrelated dimensions: Pulse, Rhythm, Pitch, Timbre, Structure, Notation, Tempo, Texture, Dynamics ↓			
<p><b>Necessary context for learning:</b></p> <p>By singing I Wanna Sing Scat (Snapshot 2) and The Doot Doot Song .</p> <p>By listening to and appreciating music based around the acoustic guitar...</p> <p>By preparing for a performance of The Doot Doot Song...</p>		<p><b>...pupils learn:</b></p> <p><b>Singing</b></p> <ul style="list-style-type: none"><li>To Sing swung rhythms lightly and accurately.</li><li>To Sing Part 2 of a partner song rhythmically and to adopt a rhythmic accompaniment while singing.</li><li>To 'Doodle' with voices over the chords in a song.</li></ul> <p><b>Listening</b></p> <ul style="list-style-type: none"><li>To develop a knowledge and understanding of the history of music of acoustic pop, country and folk</li><li>Listen and identify similarities and differences between acoustic guitar styles.</li></ul> <p><b>Performing</b></p> <ul style="list-style-type: none"><li>Learn a part on tuned percussion and play as part of a whole-class performance.</li><li>Perform in two or more parts (e.g. melody and accompaniment or a duet) from simple notation using instruments played in whole-class teaching. Identify static and moving parts.</li></ul>			

PREREQUISITES
<ul style="list-style-type: none"> <li>Be able to hold a note while another part sings.</li> <li>Sing smoothly and gently.</li> <li>Be able to accompany themselves with a drone.</li> </ul> <p><u>Key musical vocabulary</u></p> <p>Chords, A minor, C major, F major, acoustic guitar style, song structure, relaxed swing feel, bar, 2-bar phrases,</p> <p><b>SUBSTANTIVE AND DISCIPLINARY LANGUAGE STEMS</b></p> <ul style="list-style-type: none"> <li>We have used (<i>one or more of the interrelated dimensions of music</i>) to improve our composition/performance.</li> <li>To improve my performance, I can develop my use of ...</li> </ul>

YEAR 5					
TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
<b>Ukuleles</b>		<b>Ukuleles</b>		<b>Ukuleles</b>	

		<b>Interrelated dimensions: Pulse, Rhythm, Pitch, Timbre, Structure, Notation, Tempo, Texture, Dynamics ↓</b>			
--	--	---	--	--	--

<b>Necessary context for learning:</b>  By singing a selection of songs made up of verses and a chorus...  By listening to a selection of songs and counting the beats in a bar...  By working in pairs to compose a ternary piece of music...  By learning the fingering for the chords C, D and G on the ukulele...  By reading and playing along to written notation...	<b>...pupils learn:</b>  <u>Singing</u> <ul style="list-style-type: none"> <li>To sing with a sense of ensemble and performance</li> <li>(Phrasing, accurate pitching and style)</li> <li>That many songs are made up of <b>verses</b> and a <b>chorus</b>.</li> </ul>
	<u>Listening</u> <ul style="list-style-type: none"> <li>To be able to discern a song's time signature by ear.</li> </ul>
	<u>Composing</u> <ul style="list-style-type: none"> <li>To compose melodies made from pairs of phrases in C, G or F</li> <li>That a <b>ternary</b> piece of music is made of three sections, often with the third section being a repeat of the first section. (ABA)</li> </ul>
	<u>Performing</u> <ul style="list-style-type: none"> <li>How triads are formed</li> <li>That a <b>triad</b> is a three-note chord.</li> <li>To perform simple chordal arrangements to form mixed ensembles.</li> </ul>
	<u>Reading notation</u> <ul style="list-style-type: none"> <li>That <b>time signatures</b> are written at the beginning of the stave and mark whether a piece of music has 2, 3 or 4 beats in a bar</li> <li>To understand the differences between 2/4, 3/4 and 4/4-time signatures</li> <li>To read and perform pitch notation within an octave.</li> <li>That musicians practise on their own and with each other, considering and exploring the interrelated dimensions of music, in order to achieve a successful performance.</li> </ul>

### PREREQUISITES

### SUBSTANTIVE AND DISCIPLINARY LANGUAGE STEMS

- We could improve the quality of our playing by...
- We have used (one or more of the interrelated dimensions of music) to improve our composition/performance.
- When I play as part of an ensemble it makes me ....

YEAR 5					
TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6

YEAR 6					
TERM 1	TERM 2	TERM 3	TERM 4	TERM 5	TERM 6
Hey Mr Miller		"Ain't gonna let nobody" (Music of the Civil Rights)		Ame sau vala tara bal Music of India.	
		<p><b>Pitch:</b> chords C minor and G7, melody.</p> <p><b>Structure:</b> phrase.</p> <p><b>Texture:</b> melody and accompaniment, three-part harmony</p> <p><b>Other:</b> improvise, protest songs, civil rights movement.</p> <p>↓</p>			
<p><b>Necessary context for learning:</b></p> <p>By listening to and appreciating the song, 'Ain't gonna let nobody', and discussing the social context of its origins...</p> <p>By Singing Throw, Catch and Protest Song...</p> <p>By singing, rehearsing and performing the song, 'Ain't gonna let nobody...'. </p> <p>By improvising a musical conversation ....</p>		<p><b>...pupils learn:</b></p> <p><u>Listening</u></p> <ul style="list-style-type: none"><li>• That <b>Protest Songs</b> express disapproval about a political idea or status.</li><li>• That the Civil Rights Movement was a struggle for social justice that took place mainly during the 1950s and 60s for black Americans to gain equal rights under the law in the United States.</li><li>• That music is an important instrument for spreading messages and developing solidarity towards social change.</li></ul> <p><u>Singing</u></p> <ul style="list-style-type: none"><li>• To sing with a sense of ensemble and performance</li><li>• (Phrasing, accurate pitching and style)</li><li>• To sing in three parts</li></ul> <p><u>Perform</u></p> <ul style="list-style-type: none"><li>• To play chords on tuned percussion, ukulele, keyboard, or apps.</li><li>• To engage and play with others through ensemble playing.</li></ul> <p><u>Reading notation</u></p> <ul style="list-style-type: none"><li>• To read and play from notation a four-bar phrase, confidently identifying note names and durations</li></ul> <p><u>Improvise</u></p> <p>Improvise over the chords C minor and G7.</p>			