



EYFS		
Three and Four-Year-Olds	Communication and Language	<ul style="list-style-type: none"> <li>• Sing a large repertoire of songs.</li> </ul>
	Physical Development	<ul style="list-style-type: none"> <li>• Use large-muscle movements to wave flags and streamers, paint and make marks.</li> </ul>
	Expressive Arts and Design	<ul style="list-style-type: none"> <li>• Listen with increased attention to sounds.</li> <li>• Respond to what they have heard, expressing their thoughts and feelings.</li> <li>• Remember and sing entire songs.</li> <li>• Sing the pitch of a tone sung by another person ('pitch match').</li> <li>• Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li> <li>• Create their own songs, or improvise a song around one they know.</li> <li>• Play instruments with increasing control to express their feelings and ideas.</li> </ul>
Reception	Communication and Language	<ul style="list-style-type: none"> <li>• Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>• Learn rhymes, poems and songs.</li> </ul>
	Physical Development	<ul style="list-style-type: none"> <li>• Combine different movements with ease and fluency.</li> </ul>
	Expressive Arts and Design	<ul style="list-style-type: none"> <li>• Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>• Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>• Create collaboratively sharing ideas, resources and skills.</li> <li>• Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>• Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>• Explore and engage in music making and dance, performing solo or in groups.</li> </ul>
ELG	<b>Expressive Arts and Design</b> Being Imaginative and Expressive	<ul style="list-style-type: none"> <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>

Throughout the year, children in Reception are given play-based opportunities linked to all areas of the curriculum, including EAD. Staff plan for adult-led musical activities using the Charanga scheme of work. Instruments and resources that can be used to support music and dance are provided within the continuous provision and child-choice activities are planned for.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p><b>Topic: All about me</b> <b>Topic: People Who Help Us</b></p> <p>Charanga unit: Me!</p> <ul style="list-style-type: none"> <li>• Listening and responding to different styles of music</li> <li>• Embedding foundations of the interrelated dimensions of music</li> <li>• Learning to sing or sing along with nursery rhymes and action songs</li> <li>• Improvising leading to playing classroom instruments</li> <li>• Share and perform the learning that has taken place</li> </ul>	<p><b>Topic: Sparkle &amp; Shine</b></p> <p>Charanga unit: My stories</p> <ul style="list-style-type: none"> <li>• Listening and responding to different styles of music</li> <li>• Embedding foundations of the interrelated dimensions of music</li> <li>• Learning to sing or sing along with nursery rhymes and action songs</li> <li>• Improvising leading to playing classroom instruments</li> <li>• Share and perform the learning that has taken place</li> <li>•</li> </ul>	<p><b>Topic: Superheroes</b> <b>Topic: Winter Wonderland</b></p> <p>Charanga unit: Everyone</p> <ul style="list-style-type: none"> <li>• Listening and responding to different styles of music</li> <li>• Embedding foundations of the interrelated dimensions of music</li> <li>• Learning to sing or sing along with nursery rhymes and action songs</li> <li>• Improvising leading to playing classroom instruments</li> <li>• Singing and learning to play instruments within a song</li> <li>• Share and perform the learning that has taken place</li> </ul>	<p><b>Topic: Dinosaurs</b> <b>Topic: Pets</b></p> <p>Charanga unit: Our World</p> <ul style="list-style-type: none"> <li>• Listening and responding to different styles of music</li> <li>• Embedding foundations of the interrelated dimensions of music</li> <li>• Learning to sing or sing along with nursery rhymes and action songs</li> <li>• Improvising leading to playing classroom instruments</li> <li>• Singing and learning to play instruments within a song</li> <li>• Share and perform the learning that has taken place</li> </ul>	<p><b>Topic: Once Upon a Time</b></p> <p>Charanga unit: Big Bear Funk</p> <ul style="list-style-type: none"> <li>• Listening and appraising Funk music</li> <li>• Embedding foundations of the interrelated dimensions of music using voices and instruments</li> <li>• Learning to sing Big Bear Funk and revisiting other nursery rhymes and action songs</li> <li>• Playing instruments within the song</li> <li>• Improvisation using voices and instruments</li> <li>• Riff-based composition</li> <li>• Share and perform the learning that has taken place</li> </ul>	<p><b>Topic: Minibeasts</b> <b>Topic: Splash!</b></p> <p>Charanga unit: Reflect, Rewind and Replay</p> <ul style="list-style-type: none"> <li>• Listen and Appraise</li> <li>• Continue to embed the foundations of the interrelated dimensions of music using voices and instruments</li> <li>• Sing and revisit nursery rhymes and action songs</li> <li>• Play instruments within the song</li> <li>• Improvisation using voices and instruments</li> <li>• Riff-based composition</li> <li>• Share and perform the learning that has taken place</li> </ul>

	2-Year cycle	Autumn Term	Spring Term	Summer Term
Year 1/2	Cycle A	<p><u>Hey you!</u> ‘Hey You!’ is written in an Old-School Hip Hop style for children to learn about the differences between pulse, rhythm and pitch and to learn how to rap and enjoy it in its original form. As well as learning to sing, play, improvise and compose with this song, children will listen and appraise other Old-School Hip Hop tunes. <i>Children will learn that music has a steady pulse, like a heartbeat and that we can create rhythms from words. They will begin to create their own rhythms. They will learn how pulse, rhythm and pitch work together.</i> Vocabulary: pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform.</p> <p><u>Ho, ho, ho</u> This unit of work is focused around one song: Ho Ho Ho - a Christmas song. The children will listen and appraise other styles of music and continue to embed the interrelated dimensions of music through games, singing and playing. <i>Children will learn that rhythms are different from the pulse of the music. They will learn that we add high and low sounds, pitch, when we sing and play instruments.</i> Vocabulary: keyboard, bass guitar, percussion, trumpet, saxophone, pulse, rhythm, pitch, perform, audience, rap, improvise, dynamics, tempo.</p>	<p><u>Rhythm in the Way We Walk and Banana Rap</u> All the learning is focused around two songs: Rhythm In The Way We Walk (Reggae style) and Banana Rap (Hip Hop style). You will Listen &amp; Appraise other styles of music and continue to embed the interrelated dimensions of music through games and singing. <i>The children will build on their learning of pulse, rhythm and pitch, finding the pulse of the songs. They will have opportunities to rap, sing and dance to the music.</i> Vocabulary: pulse, rhythm, pitch, rap, melody, singers, keyboard, bass guitar, percussion, trumpet, saxophone, perform.</p> <p><u>Hands, Feet, Heart</u> Hands, Feet, Heart is a song written for children to celebrate and learn about South African Music. All the learning is focused around the song. There is an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked. As well as learning to sing, play, improvise and compose with this song, children will listen to and appraise different styles of South African music. <i>The children will build on their learning about pulse, rhythm and pitch. They will have opportunities to play glockenspiels and untuned percussion. They will learn to recognise and name a variety of musical instruments.</i> Vocabulary: keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, perform, compose, audience, melody, dynamics, tempo.</p>	<p><u>In the Groove</u> ‘In the Groove’ is a song that was specially written to teach children about different styles of music. This is a very easy song to learn and has been arranged in six different styles; Blues, Baroque, Latin, Bhangra, Folk and Funk. Each week the children will listen to and learn a different style of ‘In the Groove’. <i>The children will learn about five different musical styles: Blues; Baroque; Latin; Irish Folk; Funk. They will learn to name some of these styles of music. They will have opportunities to play glockenspiels and untuned percussion. They will find the pulse of each style of music and learn to move in time with it.</i> Vocabulary: Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, compose, improvise, perform, groove.</p> <p><u>Zootime</u> ‘Zootime’ is written in a Reggae style. The children will learn to sing and perform this song as well as listening to and appraising other Reggae music songs. <i>The children will build on their ability to recognise and name musical instruments and musical styles. They will begin to recognise that songs have different musical styles.</i> Vocabulary: keyboard, drums, bass, electric guitar, Reggae, pulse, rhythm, pitch, melody, improvise, compose, perform, audience, melody, dynamics, tempo.</p>
	Cycle B	<p><u>Round and round</u> All learning is focused around one song: Round And Round, a Bossa Nova Latin style.</p>	<p><u>I wanna play in a band</u> I Wanna Play In A Band is a Rock song written especially for children. In this song</p>	<p><u>Friendship song</u> The learning in this unit is focused around the Friendship Song. The children will also</p>

		<p><i>The children will find the pulse of the song and create their own musical rhythms. They will recognise and name at least two instruments that they hear.</i></p> <p>Vocabulary: keyboard, bass, guitar, percussion, trumpets, saxophones, pulse, rhythm, pitch, improvise, compose, perform, audience.</p> <p><b>Ho, ho, ho</b></p> <p>This unit of work is focused around one song: Ho Ho Ho - a Christmas song. The children will listen and appraise other styles of music and continue to embed the interrelated dimensions of music through games, singing and playing.</p> <p><i>Children will learn that rhythms are different from the pulse of the music. They will learn that we add high and low sounds, pitch, when we sing and play instruments.</i></p> <p>Vocabulary: keyboard, bass guitar, percussion, trumpet, saxophone, pulse, rhythm, pitch, perform, audience, rap, improvise, dynamics, tempo.</p>	<p>the children learn about singing and playing together in an ensemble. As well as learning to sing, play, improvise and compose with this song, children will listen to and appraise some classic Rock songs.</p> <p><i>The children will continue to build on their understanding of steady pulse and rhythm and that they are different from one another. They will learn that we add high and low sounds, pitch, when we sing and play our instruments.</i></p> <p>Vocabulary: keyboards, drums, bass, electric guitar, Rock, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo.</p> <p><b>Your imagination</b></p> <p>The children will listen to and appraise a variety of songs about imagination.</p> <p><i>The children will learn to find and play the pulse of the music, to copy rhythms and to create their own. They will sing in unison and in two parts. They will play accurately and in time as part of a performance, using one or two notes.</i></p> <p>Vocabulary: keyboard, drums, bass, pulse, rhythm, pitch, improvise, compose, perform, audience, imagination.</p>	<p>have opportunities to listen to and appraise other songs about friendship.</p> <p><i>The children will learn that songs have different musical styles. They will recognise and name some of the instruments that they hear. They will compose a simple melody using simple rhythms.</i></p> <p>Vocabulary: keyboards, bass, drums, glockenspiel, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo.</p> <p><b>Reflect, rewind, replay</b></p> <p>This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.</p> <p><i>The children will listen to and appraise Classical music. They will sing and play instruments within the song before improvising. They will compose, share and perform the learning that has taken place.</i></p> <p>Vocabulary: instruments, voice, pulse, rhythm, pitch, improvise, compose, perform, audience, melody, dynamics, tempo.</p>

	<p>Cycle A</p>	<p><b>Let Your Spirit Fly</b>  All the learning in this unit is focused around one song: Let Your Spirit Fly - an R&amp;B song for children.  <i>The children will learn to identify the piece's structure: introduction; verse; chorus. They will learn to identify the instruments and voices. They will find the pulse while listening and be given opportunities to identify funky rhythms, tempo changes and dynamics.</i>  Vocabulary: Structure, introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody.</p> <p><b>Mamma Mia</b>  The children's learning will focus around the ABBA song, Mamma Mia. They will also listen to and appraise other ABBA songs.  <i>The children will identify the piece's structure: intro, verse, bridge, chorus. They will identify the instruments and voices: keyboard sounds imitating strings, a glockenspiel playing as a keyboard, electric guitar, bass, drums. They will find the pulse whilst listening and have opportunities to identify changes in tempo, dynamics and texture.</i>  Vocabulary: 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><b>Three Little Birds</b>  All the learning in this unit is focused around one song: Three Little Birds by Bob Marley, a Reggae song. The children will also listen to and appraise other Reggae songs.  <i>The children will learn to identify the piece's structure: introduction, chorus, verse, chorus, verse, chorus, chorus, chorus. They will build on their knowledge of how to identify instruments and voices: bass, drums, electric guitar, keyboard, organ, male, backing vocals. They will play instrumental parts accurately and in time Compose a simple melody using simple rhythms, both as part of a performance</i>  Vocabulary: 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><b>Stop</b>  This unit of learning is based around a song/rap about bullying. The children will listen to and appraise a variety of genres of music. <i>The children will identify the structure: intro and 6 rapped verses, each with a sung chorus. They will identify instruments and voices: digital/electronic sounds, turntables, synthesizers, drums. They will find the pulse and identify changes in tempo, dynamics and texture. They will sing and rap in unison and in parts and compose their own rapped lyrics.</i>  Vocabulary: Musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesizers, drums, unison, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo.</p>	<p><b>Bringing us together</b>  This is a Disco song about friendship, peace, hope and unity. The children will also listen to and appraise other Disco songs.  <i>The children will be given opportunities to explain how the words of the song tell a story. Does the music create a story in their imagination? What story? They will sing in two parts and play instrumental parts in time.</i>  Vocabulary: keyboard, drums, bass, imagination, improvise, compose, disco, pentatonic scale, pulse, rhythm, pitch, tempo, dynamics, texture, structure, hook, riff, melody.</p> <p><b>Reflect, Rewind, Replay</b>  This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.  <i>The children will listen to and appraise Classical music. They will sing and play instruments within the song before improvising. They will compose, share and perform the learning that has taken place.</i>  Vocabulary: introduction, verse, chorus, bass, drums, electric guitar, keyboard, organ, backing vocals, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, Reggae, Disco, Classical, R&amp;B, rap, pentatonic scale.</p>
--	----------------	---	---	--

## Cycle B

## Dragon Song

This is a song about kindness, respect, friendship, acceptance and happiness. The children will use their imagination and work together as a class to create their own performance of this song. They will also listen to and appraise traditional tunes and Folk melodies from around the world.

*The children will identify the themes of kindness, respect, friendship, acceptance and happiness. They will learn to identify the instruments and voices: keyboard, drums, bass, a female singer. They will explain how the words of the song tell a story. Does the music create a story in your imagination? What story?*

Vocabulary: Keyboard, drums, bass, pentatonic scale, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, melody.

## Lean on Me

The children will listen to and appraise a range of gospel-based songs with most of the learning based around Lean on Me by Bill Withers.

*The children will identify the piece's structure: intro, verse 1, chorus, verse 2, bridge, chorus, bridge, verse 3, outro. They will identify the instruments and voices: male vocal, backing vocal, piano, bass, drums, organ. They will find the pulse whilst listening and identify changes in tempo, dynamics and texture.*

Vocabulary: Unison, by ear, notation, improvise, melody, pitch, rhythm, pulse, composition, backing vocal, piano, bass, drums, organ, tempo, dynamics, texture, structure, compose, hook, riff, melody, solo.

## Glockenspiel 1

This is a six-week Unit of Work that introduces the children to learning about the language of music through playing the glockenspiel.

*The children will learn to play a variety of simple tunes, beginning to read musical notation. They will be given opportunities to compose using the notes C, D, E and F.*

Vocabulary: Improvise, compose, pulse, rhythm, pitch, tempo, dynamics, texture structure, melody.

## Glockenspiel 2

The children continue to develop their musical skills playing the glockenspiel.

*The children will learn more complex rhythm patterns. They will revise, play and read the notes C, D, E, F + G. They will learn to play the tunes Mardi Gras Groovin', Two-Way Radio, Flea Fly, Rigadoon and Mamma Mia. They will revisit some tunes from Stage 1. They will be given opportunities to compose using the notes C, D, E, F + G.*

Vocabulary: Rhythm patterns, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture structure.

## Blackbird

All the learning in this unit is focused around one song: Blackbird by The Beatles - a song about civil rights. The children will also have opportunities to listen to and appraise other songs by the Beatles. *The children will identify the themes of equality and civil rights. They will identify instruments and voices: solo male vocals in the verses, another male vocal in the choruses, acoustic guitar, percussion, birdsong. The children will start to make their own musical decisions and get involved in musical leadership, creating musical ideas for a group to copy or respond to.*

Vocabulary: Acoustic guitar, percussion, birdsong, civil rights, racism, equality, pentatonic scale, unison, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo.

## Reflect, Rewind, Replay

This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music. *The children will listen to and appraise Classical music. They will sing and play instruments within the song before improvising. They will compose, share and perform the learning that has taken place.*

Vocabulary: introduction, verse, chorus, glockenspiel, bass, drums, electric guitar, keyboard, organ, backing vocals, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, Folk, traditional, equality, civil rights, pentatonic scale.

## Cycle A

## Livin' on a prayer

The children will focus their learning around the class Rock song, Livin' on a Prayer. They will also listen to and appraise other class Rock songs. They will know that pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting, and be able to keep the internal pulse.

*The children will learn to identify the piece's structure: intro, verse 1, bridge, chorus, intro, verse 2, bridge, chorus, guitar solo, bridge, chorus. They will identify the instruments and voices: lead vocal, electric guitar, bass guitar, drums, keyboard. They will find the pulse whilst listening and begin to identify changes in tempo, dynamics and texture. They will begin to discuss the 'style indicators' of Rock music.*

Vocabulary: Rock, structure, pulse, rhythm, pitch, bridge, backbeat, amplifier, tempo, texture, dynamics, chorus, bridge, riff, hook, improvise, compose.

## Happy

All the learning in this unit is focused around one song: Happy by Pharrell Williams - a Pop song with a Soul influence about being happy. They will listen to and appraise songs about being happy from a variety of musical genres.

*The children will describe the style indicators of the song/music and the structure of the song. They will identify the instruments and voices they can hear. They will talk about the musical dimensions used in the song. The children will play instruments by ear and by musical notation.*

Vocabulary: style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, solo.

## Classroom Jazz 1

All the learning is focused around two tunes: Three Note Bossa and Five Note Swing. *The children will identify the structure of each song and the instruments and voices used. They will play instrumental parts by ear and improvise in both the Bossa Nova and Swing styles. They will discuss their thoughts and feelings about their performances. Was it carefully planned to suit the audience? Did you communicate ideas, thoughts and feelings about the song/music? They will discuss and talk musically about it. What went well? What could have been better?*

Vocabulary: Appraising, Bossa Nova, syncopation, structure, Swing, tune/head, note values, note names, Big bands, improvise, pulse, rhythm, pitch, tempo, dynamics, riff, hook, solo.

## Classroom Jazz 2

The children will continue to build on their understanding of Jazz music. All learning is focused around two tunes: Bacharach Anorak and Meet The Blues. *They will describe the style indicators of the music and the structure of the songs. They will identify the instruments and voices they can hear and talk about the musical dimensions used in the songs. They will improvise in a Blues style. They will discuss their thoughts and feelings about their performances. Was it carefully planned to suit the audience? Did you communicate ideas, thoughts and feelings about the song/music? They will discuss and talk musically about it. What went well? What could have been better?*

Vocabulary: Blues, Jazz, improvisation, by ear, melody, compose, improvise, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, hook, riff, solo.

## You've got a friend

All the learning in this unit is focused around one song: You've Got A Friend - a song about friendship by Carole King. The children will also listen to and appraise other songs by Carole King. *The children will describe the style indicators of the song/music by:*

- *describing the structure of the song.*
- *identifying the instruments/voices they can hear.*
- *talking about the musical dimensions used in the song.*

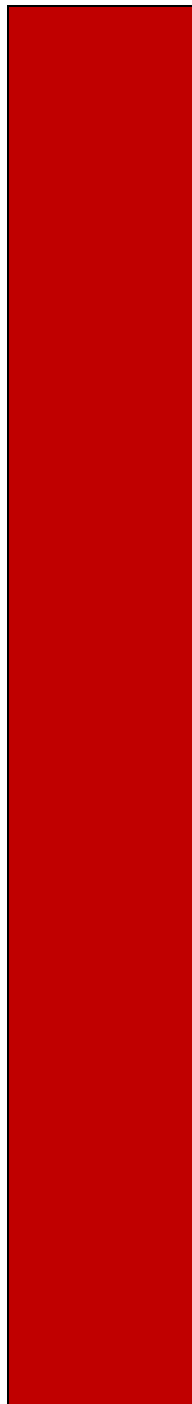
*They will develop their understanding that pulse, rhythm, pitch, tempo, dynamics, texture and structure work together to make a song sound interesting, and be able to keep the internal pulse.*

Vocabulary: Melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, hook, riff, solo, civil rights, gender equality, unison, harmony.

## Reflect, Rewind, Replay

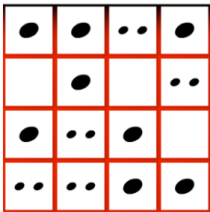
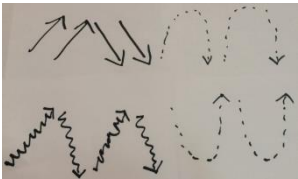

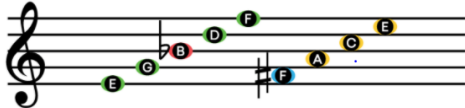

This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music. *The children will listen to and appraise Classical music. They will sing and play instruments within the song before improvising. They will compose, share and perform the learning that has taken place.*


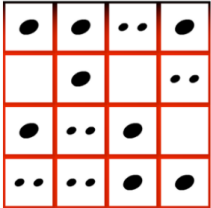

Vocabulary: introduction, verse, chorus, glockenspiel, bass, drums, electric guitar, keyboard, organ, backing vocals, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, Rock, Soul, Pop, Jazz, Bossa Nova, Swing, Blues, gender equality.

	<p>Cycle B</p>	<p><b>Make you feel my love</b>  The children’s learning is based around the song Make You Feel My Love and other Pop Ballads. They will think about the ‘style indicators’ of Pop Ballads.  <i>The children will identify the structure of the song: piano intro, verse 1, verse 2, chorus, verse 3, interlude, chorus, verse 4 with tag ending. Identify the instruments/voices: Strings, piano, guitar, bass, drums. The children will find the pulse as they are listening. They will think about whether the tempo is fast, slow or in between. They will also consider the dynamics and texture of the music.</i>  Vocabulary: Ballad, verse, chorus, interlude, tag ending, strings, piano, guitar, bass, drums, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure.</p> <p><b>A New Year Carol</b>  This unit of work is focused around one song from Benjamin Britten’s Friday Afternoons: A New Year Carol. Other learning within the unit gives the children the opportunity to research Benjamin Britten’s life and to listen to many of his other works.  <i>The children will describe the style indicators of the song/music and the structure of the song. They will talk about the musical dimensions used, the mood and story told. They will sing in unison and perform the song in its original style and the Urban Gospel version.</i>  Vocabulary: Melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, ostinato, phrases, unison, Urban Gospel.</p>	<p><b>Fresh Prince of Bel Air</b>  The learning in this unit is focused around one song: The Fresh Prince Of Bel Air. The children will also have the opportunity to listen to and appraise other Hip Hop music.  <i>The children will identify the piece’s structure: piano intro, verse 1, verse 2, chorus, verse 3, interlude, chorus, verse 4 with tag ending. They will identify the instruments and voices: loops, samples, decks, scratching, drums, bass, synthesizer, rapper. The children will consider the ‘style indicators’ of Hip Hop. How do they know this is Hip Hop? What instruments are used?</i>  Vocabulary: Old-school Hip Hop, Rap, riff, synthesizer, deck, backing loops, Funk, scratching, unison, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure.</p> <p><b>Music and Me</b>  This unit focuses on inspirational women working in music. The children will explore the concept of ‘identity’, starting with gender, with reference to social and cultural differences.  They will try different ways of making their own music, while exploring the work of some of the most influential women in music over the last 100 years.  Four British female contemporary artists are featured and interviewed in the unit; all living in the UK, expressing themselves through music and with different cultural backgrounds.  <i>The children will talk about the music of the featured artists and make connections with their previous musical knowledge. They will plan, write and perform their own musical composition and reflect on its effectiveness.</i>  Vocabulary: gender, racism, rap, lyrics, turntablist, DJing, producer, Electronic and Acoustic music, culture, identity, inspirational.</p>	<p><b>Dancing in the Street</b>  All the learning in this unit is focused around one song: Dancing In The Street by Martha And The Vandellas - a Motown song from the 1960s. They will also listen to and appraise other Motown songs.  <i>The children will identify the piece’s structure, the instruments and voices used and find the pulse whilst listening. They will think about the ‘style indicators’ of Motown.</i>  Vocabulary: Soul, groove, riff, bass line, backbeat, brass section, harmony, hook, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure.</p> <p><b>Reflect, Rewind, replay</b>  This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.  <i>The children will listen to and appraise Classical music. They will sing and play instruments within the song before improvising. They will compose, share and perform the learning that has taken place.</i>  Vocabulary: introduction, verse, chorus, glockenspiel, bass, drums, electric guitar, keyboard, organ, backing vocals, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, Pop Ballad, Classical, Urban Gospel, ostinato, Hip Hop, influential, inspirational, gender equality, Soul, Motown.</p>



Music progression

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Composition	1. Create their own songs.	<ol style="list-style-type: none"> <li>1. Compose with 1, 2 (progress to 3) notes.</li> <li>2. Show simple understanding of dynamics, pitch (<b>and tempo - Yr 2</b>) in composition.</li> <li>3. Record compositions through pictorial notation and video.</li> <li>4. Link shape and pitch (high/low) e.g. using pictorial/written notations.</li> </ol>		<ol style="list-style-type: none"> <li>1. Compose more complex melodies (4 notes).</li> <li>2. Show more secure understanding of the interrelated dimensions of music.</li> <li>3. Recognise the link between shape of a written melody and pitch in a way it will be remembered (progress to notating composition on a staff).</li> </ol>		<ol style="list-style-type: none"> <li>1. Compose more complex melodies (progress to 5 notes) and lead others.</li> <li>2. Use voice, sounds, technology and instruments in creative ways to compose, notate and record.</li> <li>3. Musically demonstrate understanding and use of the interrelated dimensions of music.</li> <li>4. Explain musically an awareness between shape and pitch, using staff notations e.g.</li> </ol>	
<p>How to notate compositions (rhythms/melodies)</p> <p>Notate compositions creatively using technology e.g. Purple Mash, Garage Band, Charanga</p>		<p>Draw composition in the air/with chalk to show pitch/tempo.</p> <p>Draw musical map (score) of composition showing changing pitch, duration and tempo :</p> 	<p>Write down composition showing different note values :</p>  <p>Show note names (not values) on staff.</p> 	<p>Show different note values (durations) on a staff.</p>  <p>Progression to accurate musical notation :</p> <p>a) Duration of notes are shown with correct note values.</p>			

		<p>Rhythm grids/sequencing shapes or symbols to show note values/duration :</p>  		<p>b) Notes are positioned correctly on a staff (representing the note letter).</p> <p>c) Show different pitches on a staff (linking shape of melody to pitch):</p> 
<p>Listen &amp; Appraise musical styles</p>	<p>1. Listen attentively, move to and talk about music, expressing their feelings and responses</p>	<p>1. Identify simple style indicators and different instruments.</p> <p>2. Begin to use musical language to describe music and feelings towards it, respecting the opinions of others.</p> <p>3. Begin to understand simple dimensions of music (pulse, rhythm, pitch) through discussion and movement, and how they work together in music (<b>Year 2 - Meet this objective with greater confidence</b>).</p> <p><b>Year 2 - Continue to demonstrate how to find and internalise the pulse with greater confidence.</b></p>	<p>1. Develop a deeper understanding of musical styles through learning about style indicators and instruments played.</p> <p>2. Discuss music using accurate musical language more consistently.</p> <p>3. Continue to develop a more secure understanding of how dimensions of music fit together, including pulse (which children should find confidently), rhythm, pitch, <b>tempo and dynamics</b>.</p> <p>4. Continue to listen to and respect other ideas about music.</p>	<p>1. Identify musical styles through learning about their style indicators and the instruments played in greater depth.</p> <p>2. Find the pulse of music confidently and innately.</p> <p>3. Use musical language accurately and with confidence to discuss music.</p> <p>4. Explain/give examples and show how pulse, rhythm and pitch fit together; include tempo, dynamics, timbre, texture and structure.</p>

Singing & Instruments	<p>1.Sing in a group or on their own, increasingly matching the pitch and following the melody</p> <p>2.Play instruments with increasing control to express their feelings and ideas</p>	<p>1.Understand the importance of warming up.</p> <p>2.Consider the meaning of lyrics and how they work together with the music.</p> <p>3.Sing and learn how to play an instrument correctly (treating it with respect) as part of an ensemble, showing a good sense of pulse.</p> <p>4.Move between different parts, using a sound-before-symbol (by ear) approach, <b>playing with more confidence in year 2.</b></p>	<p>1.Sing and play instruments alone and in a group with greater knowledge and confidence, considering how to project the meaning of songs.</p> <p><b>(Do this with ease, stylistically and as musically as possible in year 4 e.g. singing/playing in two parts).</b></p> <p>2.Sing and play in time and with a good sense of the pulse internally.</p> <p>3.During years 3 and 4, start playing/singing using notation, as well as playing by ear.</p> <p>4.Follow a conductor with greater confidence.</p>	<p>1.Perform and interpret a song stylistically and musically.</p> <p>2.Sing/play with a greater sense of enjoyment.</p> <p>3.Understand the importance of clear diction and tuning (when singing) and demonstrate confidence and fluency (when playing an instrument).</p> <p>4. Follow a conductor with ease, understanding why and how the ensemble fits together. More confident children could lead the group themselves.</p>
Improvisation	1.Create their own songs or improvise a song around one they know	<p>1. Understand that improvising involves making up your own tune (or rhythm) using one or two notes/ singing.</p> <p>2. Improvise by creating simple rhythms and melodies using your voice/ an instrument.</p> <p><b>Year 2 - Improvise with greater confidence.</b></p>	Improvise with greater confidence, creating and performing simple rhythms, which lead to melodies, on an instrument and/or voice.	Continue to create increasingly complex rhythms (using 3 notes)/melodies on an instrument and/or voice, performing these with confidence and understanding in a group.
Perform	<p>1.Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match').</p> <p>2.Sing the melodic shape</p>	<p>1.Rehearse and perform what you have learnt as part of an ensemble, starting and ending together and following a conductor.</p> <p>2.Show an awareness of the audience, realising that performance can influence how music is presented. Communicate ideas and feelings through musical demonstration.</p>	<p>1. Work together and perform (with accuracy and confidence) what you have learnt, improvisations and compositions as part of an ensemble, following a conductor.</p> <p>2. Show a greater awareness of the audience through performance.</p> <p>3. By Year 4, children should progress to presenting a musical performance to an audience,</p>	1.Present a musical performance of a song/piece of music to an audience, demonstrating a confident awareness of the historic, stylistic knowledge and understanding of the song/piece, through performance.

	(moving melody, such as up and down, down and up) of familiar songs.	3. Watch a recording and discuss the performance, offering feedback to others.  <b>Year 2 - Perform and respond to a conductor with greater confidence.</b>	demonstrating the historic, stylistic knowledge and understanding of the piece. 4. Watch a recording and discuss performance with thoughtful comments and feedback.	2.Perform (with great accuracy and confidence) what you have learnt to an audience. Play an instrument, your compositions and improvise part of this performance.
--	--	---	--	---