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| **Year Group** | **National Curriculum** | **Topics** | **Vocabulary** | **Skills/ Procedural Knowledge** |
| **EYFS** | **Autumn 1**   * To sing and perform nursery rhymes. * To join in with whole cohort singing assemblies. * To experiment with different instruments and their sounds. * To talk about whether they like or dislike a piece of music. * To create musical patterns using body percussion.   **Autumn 2**   * To perform a song in the Christmas play. * To join in with whole cohort singing assemblies. * To pitch match. * To sing the melodic shape of familiar songs. * To begin to build up a repertoire of songs. * To sing entire songs | **Spring 1**   * To join in with whole school singing assemblies. * To create musical patterns using untuned instruments.   **Spring 2**   * To join in with whole school singing assemblies * To associate genres of music with characters and stories.   **Summer 1**   * To move in time to music. To learn dance routines. * To join in with whole school assemblies. * To follow a musical pattern to play tuned instruments.   **Summer 2**   * To perform in the reception graduation. * To listen to poems and create their own. * To join in with whole school assemblies. * To create own compositions using tunes instruments. | nursery rhymes, action songs, instruments, share, respond, explore, listen, sing, play, learn, beat, pulse, rhythm, pitch, high, low, long, short, perform, share, play, stop, move, listen, actions, voice, hands, feet instrument, big sounds, soft sounds, loud sounds, soft sounds, soft, medium, hard, solo, group, shake, tap, ring, sequence, feel, dance, explore, instruments, | **Listen and appraise**   * **To listen carefully to music.** * To share thoughts about music and songs. * Begin to know what they like and dislike, musically.   **Singing.**   * Use voices expressively. * Develop understanding of pitch and rhythm through singing.   **Playing**   * Treat instruments carefully and with respect. * Understand how tuned and untuned instruments work   **Improvisation**   * To explore possibilities with sound   **Composition**   * Understand how to create simple musical patterns   **Performance**   * Develop the confidence to perform * To be able to perform a spart of a group. |
| **Y1** | **National curriculum** | **topics** | **vocabulary** | **Skills/procedural knowledge** |
|  | Key stage 1 Pupils should be taught to:   * use their voices expressively and creatively by singing songs and speaking chants and rhymes * play tuned and untuned instruments musically * listen with concentration and understanding to a range of high-quality live and recorded music   experiment with, create, select and combine sounds using the inter-related dimensions of music. | **Autumn 1**  Hey You  **Autumn 2**  Rhythm In The Way We Walk / Banana Rap  **Spring 1**  In The Groove  **Spring 2**  Round and Round  **Summer 1**  Your Imagination  **Summer 2**  **Reflect Rewind and Replay** | ballad  chorus  composing  ending  groove  improvise  lyrics  performing  pitch  pulse/beat  rhythm  style  tempo  verse  (vocabulary definitions can be found on Charanga website.) | **Listen and appraise**   * To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.   **Singing.**   * 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.   **Playing**   * 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.   **Improvisation**   * Use voices and instruments, listen and sing back, then listen and play your own answer * Take it in turns to improvise using one or two notes.   **Composition**   * 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   **Performance**   * Choose a song they have learnt from the Scheme and perform it. * add their ideas to the performance. * Record the performance and say how they were feeling about it. |
| Y2 | Key stage 1 Pupils should be taught to:   * use their voices expressively and creatively by singing songs and speaking chants and rhymes * play tuned and untuned instruments musically * listen with concentration and understanding to a range of high-quality live and recorded music * experiment with, create, select and combine sounds using the inter-related dimensions of music. | **Class A**  **Autumn 1**  Hands Feet Heart  **Autumn 2**  I Wanna Play In A Band  **Spring 1**  Friendship Song.  **Spring 2 (violin)**  Introduction to violin, names of strings, correct holding of instrument and bow. Playing open notes.Developing technique with violin, playing simple rhythms, listening and appraising pieces.  **Summer 1( violin)**  Children to build repertoire of songs using open strings and begin to learn more advanced notes on the A and D strings.  **Summer 2 (violin.)**  Children to build repertoire of songs using open strings and begin to learn more advanced notes on the A and D strings.  **(Class B will start at Spring 2)** | ballad  chorus  composing  ending  groove  improvise  lyrics  performing  pitch  pulse/beat  rhythm  style  tempo  verse  (vocabulary definitions can be found on Charanga website.) | **Listen and appraise**   * 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.   **Singing.**   * 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.   **Playing**   * 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.   **Improvisation**   * Use voices and instruments, listen and sing back, then listen and play your own answer * Take it in turns to improvise using one or two notes.   **Composition**   * Help 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.   **Performance**   * Choose a song they have learnt from the Scheme and perform it. * They can add their ideas to the performance. * Record the performance and say how they were feeling about it. |
| Local Interests and Links (online museums, local places to visit etc) | | | |
| Y3 | Key stage 2 Pupils should be taught to   * sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to: * play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression * 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 * appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians * develop an understanding of the history of music | **Autumn 1**  Let Your Spirit Fly  **Autumn 2**  Glockenspiel Stage One  **Spring 1**  Three Little Birds  **Spring 2**  The Dragon Song  **Summer 1**  Bring Us Together  **Summer 2**  Reflect Rewind and Replay | a capella  back beat  balance  ballad  bridge  chord  chorus  cover  composing  dynamics  ending  groove  hook  improvise  introduction  lyrics  original  outro  pentatonic scale  performing  phrase  pitch  pulse/beat  recurring theme  rhythm  style  tempo  texture  timbre  verse  (vocabulary definitions can be found on Charanga website.) | **Listen and appraise**   * 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.   **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 have an awareness of the pulse internally when singing.   **Playing**   * To treat instruments carefully and with respect. * Play any one, 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.   **Improvisation**   * Improvise using instruments in the context of the song they are learning to perform. * 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.   **Composition**   * Help 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)   **Performance**   * To choose what to perform and create a programme. * To communicate the meaning of the words and clearly articulate them. * To talk about the best place to be when performing and how to stand or sit. * To record the performance and say how they were feeling, what they were pleased with what they would change and why. |
| Local Interests and Links (online museums, local places to visit etc) | | | |
| Y4 | Key stage 2 Pupils should be taught to   * sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to: * play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression * 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 * appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians * develop an understanding of the history of music | **Autumn 1**  Mamma Mia  **Autumn 2**  Glockenspiel Two  **Spring 1**  Stop  **Spring 2**  Lean On Me  **Summer 1**  Blackbird  **Summer 2**  Reflect Rewind and Replay | a capella  back beat  balance  ballad  bridge  chord  chorus  cover  composing  dynamics  ending  groove  hook  improvise  introduction  lyrics  original  outro  pentatonic scale  performing  phrase  pitch  pulse/beat  recurring theme  rhythm  style  tempo  texture  timbre  verse  (vocabulary definitions can be found on Charanga website.) | **Listen and appraise**   * To confidently identify and move to the pulse. * To talk about the musical dimensions working together in the Unit songs eg 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.   **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 rejoin the song if lost. * To listen to the group when singing.   **Playing**   * To treat instruments carefully and with respect. * Play any one, 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   **Improvisation**   * Improvise using instruments in the context of the song they are learning to perform. * 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.   **Composition**   * 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   **Performance**   * To choose what to perform and create a programme. * Present a musical performance designed to capture the audience. * To communicate the meaning of the words and clearly articulate them. * To talk about the best place to be when performing and how to stand or sit. * To record the performance and say how they were feeling, what they were pleased with what they would change and why. |
|  | Local Interests and Links (online museums, local places to visit etc) | | | |
| Yr5 | Key stage 2 Pupils should be taught to   * sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to: * play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression * 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 * appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians * develop an understanding of the history of music | **Autumn 1**  Livin On A Prayer  **Autumn 2**  Classroom Jazz One  **Spring 1**  Make You Feel My Love  **Spring 2**  The Fresh Prince Of Bel Air  **Summer 1**  Dancing In The Street  **Summer 2**  Reflect Rewind and Replay | a capella  back beat  balance  ballad  bridge  chord  chorus  coda  cover  composing  decks  drum loops  dynamics  ending  ensemble  groove  harmony  hook  improvise  interlude  introduction  lyrics  offbeat  original  ostinato  outro  pentatonic scale  performing  phrase  pitch  pulse/beat  recurring theme  rhythm  riff  roots reggae  sampling  secular  structure/form/shape  style  syncopation  tempo  texture  timbre  urban  verse  (vocabulary definitions can be found on Charanga website.) | **Listen and appraise**   * 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 talk about the musical dimensions working together in the Unit songs. * Talk about the music and how it makes you feel.   **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’.   **Playing**   * 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   **Improvisation**   * Improvise using instruments in the context of a song to be performed. * Question and Answer using instruments. Use three notes in your answer. Always start on a G. * 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)   **Composition**   * 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).   **Performance**   * To choose what to perform and create a programme. * To communicate the meaning of the words and clearly articulate them. * To talk about the venue and how to use it to best effect. * To record the performance and compare it to a previous performance. * To discuss and talk musically about it – “What went well?” and “It would have been even better if...?” |
|  | Local Interests and Links – Sunderland City Sings | | | |
| Yr6 | Key stage 2 Pupils should be taught to   * sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory. Pupils should be taught to: * play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression * 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 * appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians * develop an understanding of the history of music | **Autumn 1**  Happy  **Autumn 2**  Classroom Jazz Two  **Spring 1**  A New Year Carol  **Spring 2**  You’ve Got A Friend  **Summer 1**  Music and Me  **Summer 2**  Reflect Rewind and Replay | a capella  back beat  balance  ballad  bridge  chord  chorus  coda  cover  composing  decks  drum loops  dynamics  ending  ensemble  groove  harmony  hook  improvise  interlude  introduction  lyrics  offbeat  original  ostinato  outro  pentatonic scale  performing  phrase  pitch  pulse/beat  recurring theme  rhythm  riff  roots reggae  sampling  secular  structure/form/shape  style  syncopation  tempo  texture  timbre  urban  verse  (vocabulary definitions can be found on Charanga website.) | **Listen and appraise**   * 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.   **Singing.**   * 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   **Playing**   * 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.   **Improvisation**   * Improvise using instruments in the context of a song to be performed. * Question and Answer using instruments. Use three notes in your answer. Always start on a G. * 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)   **Composition**   * 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).   **Performance**   * To choose what to perform and create a programme. * To communicate the meaning of the words and clearly articulate them. * To talk about the venue and how to use it to best effect. * To record the performance and compare it to a previous performance. * To discuss and talk musically about it – “What went well?” and “It would have been even better if...?” |
|  | Local Interests and Links – Sunderland City Sings | | | |

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| **Year Group.** | |  |  | **Vocabulary** | **Skills/ Procedural Knowledge** |
| EYFS | | **Autumn 1**   * To sing and perform nursery rhymes. * To join in with whole cohort singing assemblies. * To experiment with different instruments and their sounds. * To talk about whether they like or dislike a piece of music. * To create musical patterns using body percussion.   **Autumn 2**   * To perform a song in the Christmas play. * To join in with whole cohort singing assemblies. * To pitch match. * To sing the melodic shape of familiar songs. * To begin to build up a repertoire of songs. * To sing entire songs | **Spring 1**   * To join in with whole school singing assemblies. * To create musical patterns using untuned instruments.   **Spring 2**   * To join in with whole school singing assemblies * To associate genres of music with characters and stories.   **Summer 1**   * To move in time to music. To learn dance routines. * To join in with whole school assemblies. * To follow a musical pattern to play tuned instruments.   **Summer 2**   * To perform in the reception graduation. * To listen to poems and create their own. * To join in with whole school assemblies. * To create own compositions using tunes instruments. | nursery rhymes, action songs, instruments, share, respond, explore, listen, sing, play, learn, beat, pulse, rhythm, pitch, high, low, long, short, perform, share, play, stop, move, listen, actions, voice, hands, feet instrument, big sounds, soft sounds, loud sounds, soft sounds, soft, medium, hard, solo, group, shake, tap, ring, sequence, feel, dance, explore, instruments, | **Listen and appraise**   * **To listen carefully to music.** * To share thoughts about music and songs. * Begin to know what they like and dislike, musically.   **Singing.**   * Use voices expressively. * Develop understanding of pitch and rhythm through singing.   **Playing**   * Treat instruments carefully and with respect. * Understand how tuned and untuned instruments work   **Improvisation**   * To explore possibilities with sound   **Composition**   * Understand how to create simple musical patterns   **Performance**   * Develop the confidence to perform * To be able to perform a spart of a group. |
|  | Local Interests and Links (online museums, local places to visit etc) | | | | |