

Nursery	Topic	<b>Settling in/Routines/Feelings - zones of regulation</b>	<b>Why do leaves go crispy?</b>	<b>How many colours in a rainbow?</b>	<b>Are eggs alive?</b>	<b>Why can't I have chocolate for breakfast?</b>	<b>Can we explore it?</b>
	I can	<ul style="list-style-type: none"> <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> </ul> Play instruments with increasing control to express their feelings and ideas.					
	Vocab	bang, crash, noise, quiet, whisper, noisy, loud, shrill, squeaky, boom, shout, singing, tap, voice and shake					
Reception	Topic	<b>Celebration Music</b>	<b>Exploring Sound</b>	<b>Music and Movement</b>	<b>Musical Stories</b>	<b>Big Band</b>	<b>Celebration Music</b>
	I can	<b>Children in Reception will be learning to:</b> <ul style="list-style-type: none"> <li>Listen attentively, move to and talk about music, expressing their feelings and responses.</li> <li>Watch and talk about dance and performance art, 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> Explore and engage in music making and dance, performing solo or in groups.					
	Vocab	bang, crash, noise, quiet, whisper, noisy, loud, shrill, squeaky, boom, shout, singing, tap, voice and shake					
	ELGS	<b>ELG: Being Imaginative and Expressive</b> Children at the expected level of development will: <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>					

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Y1</b>	<a href="#">Keeping the Pulse (My favourite things)</a>	<a href="#">Dynamics (Seaside)</a>	<a href="#">Pitch (Superheroes)</a>
<b>Y2</b>	<a href="#">Call and response (Animals)</a>	<a href="#">Instruments (Musical storytelling)</a>	<a href="#">Pitch (Musical me)</a>
<b>Y3</b>	<a href="#">Ballads</a>	<a href="#">Pentatonic Melodies and Composition (Chinese New Year)</a>	<a href="#">Traditional Instruments and Improvisation (India)</a>
<b>Y4</b>	<a href="#">Body and Tuned Percussion (Rainforests)</a>	<a href="#">Changes in Pitch, Tempo and Dynamics</a>	<a href="#">Samba and Carnival Sounds</a>

<b>Y5</b>	<a href="#">Composition Notation (Ancient Egypt)</a>	<a href="#">Composition to Represent the Festival of Colour</a>	<a href="#">Blues</a>
<b>Y6</b>	<a href="#">Dynamics, Pitch and Tempo</a>	<a href="#">Theme and Variations (Pop Art)</a>	<a href="#">Composing a Leavers Song</a>

## YEAR 1

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Unit</b>	<a href="#">Keeping the Pulse (My favourite things)</a>	<a href="#">Dynamics (Seaside)</a>	<a href="#">Pitch (Superheroes)</a>
<b>Lesson 1</b>	I can demonstrate an understanding of pulse using parts of the body. Vocab: pulse Skill: sway to the pulse Knowledge: what a pulse is	I can understand how music can be used to represent an environment. Vocab: soundscape, volume Skill: match the size of a movement to the volume of a sound. Knowledge: what volume is	I can identify high and low-pitched sounds. Vocab: pitch, high, low Skill: perform high and low notes Knowledge: what pitch means
<b>Lesson 2</b>	I can keep a pulse and show a sound pattern using bodies and voices. Vocab: pulse Skill: keep the pulse with my body Knowledge: what a pulse is	I can understand how music can represent changes in an environment. Vocab: soundscape, volume Skill: create sea sounds with my body and voice Knowledge: what a soundscape is	I can create a pattern using two pitches Vocab: pitch, high, low, pattern Skill: create a pattern using two pitches Knowledge: pitch can be high or low
<b>Lesson 3</b>	I can explore using a thinking voice to show the pulse. Vocab: thinking voice Skill: point to the pulse while speaking a sound pattern Knowledge: what a pulse is	I can explore using instruments, body and voice. Vocab: instrument, seaside Skill: use instruments to create loud and soft sounds. Knowledge: know loud and soft sounds are	I can understand the concept of tempo Vocab: tempo, fast, slow Skill: perform fast or slow notes Knowledge: what tempo means
<b>Lesson 4</b>	I can play short rhythms in time with the pulse. Vocab: rhythm Skill: to read and interpret simple sound patterns	I can identify how dynamics can reflect environments. Vocab: symbol, dynamics Skill: play loud and quiet sounds on an instrument	I can create a superhero theme tune Vocab: pitch, tempo, compose Skill: compose a group piece Knowledge: how to use pitch and tempo to create different effects

	Knowledge: what a rhythm is	Knowledge: know the difference between loud and quiet	
<b>Lesson 5</b>	I can demonstrate an understanding of pulse through performance. Vocab: pulse,rhythm Skill: to use my body to show the pulse. Knowledge:what a pulse is	I can create and represent sounds using symbols. Vocab: symbols Skill: create a sound and then draw it Knowledge:	I can perform confidently as part of a group Vocab: pitch, tempo, performance Skill: perform in a group Knowledge: how to use pitch and tempo to create different effects
<b>Vocabulary</b>	pulse rhythm singing voice speaking voice thinking voice	dynamics instrument seaside soundscape symbol volume	pitch high low tempo performance
<b>Musical appreciation</b>			

## YEAR 2

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Unit</b>	<a href="#">Call and response (Animals)</a>	<a href="#">Instruments (Musical storytelling)</a>	<a href="#">Pitch (Musical me)</a>
<b>Lesson 1</b>	I can create short sequences of sound. Vocab: dynamics. Skill: change the volume of my sound. Knowledge: what dynamics means	I can listen and analyse a piece of music Vocab: dynamics, tempo, encore. Skill: recognise changes in the tempo. Knowledge: what tempo means	I can understand and practice reading different symbols to show pitch. Vocab: dot, high, low, pitch, pitch pattern Skill: play read, sing and play high and low sounds Knowledge: what pitch means
<b>Lesson 2</b>	I can copy a short rhythm. Vocab: rhythm, sound pattern Skill: copy a rhythm by clapping Knowledge: what rhythm means	I can explore how music and sound effects can tell a story. Vocab: instrumental sound, sound effect Skill: explain how music is used to support a story	I can sing and draw pitch patterns. Vocab: dot, pitch, pitch patterns Skill: draw high sounds higher up the page than low sounds. Knowledge: what pitch means

		Knowledge: what sound effects are	
<b>Lesson 3</b>	I can explore call and response using instruments. Vocab: call and response Skill: perform a call and response song Knowledge: what call and response means	I can select appropriate sounds to match events, characters and feelings in a story. Vocab: dynamics, tempo Skill: select appropriate dynamics to represent emotions Knowledge: what dynamics means	I can read and understand the notion for the song 'Once a Man Fell in a Well'. Vocab: notation, musical sentence, phrase, stave Skill: sing and read notion that uses five notes Knowledge: what notion means
<b>Lesson 4</b>	I can create rhythms based on call and response. Vocab: call and response, rhythm, structure Skill: play a call and response rhythm Knowledge: what structure means	I can suggest appropriate sounds to represent parts of a story. Vocab: tempo, dynamics Skill: suggest changes to dynamics and tempo Knowledge: what tempo and dynamics and tempo	I can use a tuned percussion instrument to play a song. Vocab: phrase, pitch, stave Skill: play simple pitch patterns from notion Knowledge: what a percussion instrument is
<b>Lesson 5</b>	I can perform different sound patterns with contrasting dynamics. Vocab: dynamics, call and response, rhythm Skill: improve my music by changing the dynamics Knowledge: what dynamics means	I can perform a composition showing changes in tempo and dynamics. Vocab: tempo, dynamics Skill: perform showing contrasts in dynamics and tempo Knowledge: what dynamics and tempo means	I can complete the notion for a short song using a three-line stave. Vocab: notion, stave Skill: read and play notes on a three-line stave Knowledge: what stave means
<b>Vocabulary</b>	dynamics sound patten rhythm call and response structure	Instrumental sound sound effects dynamics tempo encore	notion musical sentence phrase stave dot high low pitch pitch pattern
<b>Musical appreciation</b>			

YEAR 3

	Autumn	Spring	Summer
Unit	<a href="#">Ballads</a>	<a href="#">Pentatonic Melodies and Composition (Chinese New Year)</a>	<a href="#">Traditional Instruments and Improvisation (India)</a>
Lesson 1	I can use musical vocabulary to explain the stylistic features of a ballad. Vocab: ballad Skill: use musical vocabulary accurately Knowledge: the key features of a ballad	I can learn about the music used to celebrate the Chinese New Year festival. Vocab: crescendo, duration, dynamics,tempo, timbre Skill: show the features of Chinese New Year through dance. Knowledge: what Chinese New Year is	I can explain an opinion of Indian music. Vocab: sitar, tabla Skill: express the reasons why I like or dislike music Knowledge: which instruments are used in Indian music
Lesson 2	I can explore how actions can impact performance. Vocab: actions, ballad Skill: perform a ballad with actions Knowledge: understand what a ballad is and how to sing in that style	I can play a pentatonic melody. Vocab: crescendo, duration, dynamics,tempo, timbre Skill: play a five-note (pentatonic) scale. Knowledge: what a pentatonic scale is	I can improvise using given notes. Vocab: rag, improvise Skill: use a rag to improvise Knowledge: what a rag is
Lesson 3	I can plan a musical structure inspired by a story. Vocab: ballad Skill: summarise a story Knowledge: a story accompanies a ballad	I can write and perform a pentatonic melody Vocab: crescendo, duration, dynamics,tempo, timbre Skill: play a pentatonic melody Knowledge: what Chinese New Year is	I can improvise using given notes. Vocab: drone Skill: play a rag alongside a drone Knowledge: what a drone is
Lesson 4	I can create lyrics that match a melody. Vocab: lyrics, rhyme Skill: write lyrics which rhyme Knowledge: understand that the rhythm of lyrics must match the rhythm of the melody	I can perform a group composition. Vocab: crescendo, duration, dynamics,tempo, timbre Skill: perform using percussion Knowledge: what layered melodies are	I can create a piece of music using a drone, rag and tal. Vocab: drone, rag, tal Skill: play a drone, rag and tal Knowledge: what a tal is
Lesson 5	I can show awareness of style, structure and features to perform a ballad. Vocab: ballad Skill: accurately perform lyrics with	I can perform a piece of music as a group. Vocab: crescendo, duration, dynamics,tempo, timbre Skill: perform a piece of music	I can perform a piece of music using musical notation Vocab: notation Skill: play a tune using musical notation

	confidence Knowledge: the purpose of nonsense words in a song	Knowledge: what Chinese New Year is	Knowledge: musical notation can be written on a stave
<b>Vocabulary</b>	ballad ensemble compose	tempo crescendo dynamics timbre duration	sitar tanpura tabla tala rag tempo dynamics Bollywood drone tal notation
<b>Musical appreciation</b>			

#### YEAR 4

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Unit</b>	<a href="#"><u>Body and Tuned Percussion (Rainforests)</u></a>	<a href="#"><u>Changes in Pitch, Tempo and Dynamics</u></a>	<a href="#"><u>Samba and Carnival Sounds</u></a>
<b>Lesson 1</b>	To identify structure and texture in music. Vocab: structure, texture Skill: identify the structure of a piece of music Knowledge: know what structure means	I can sing in two parts using expression and dynamics. Vocab: dynamics, round Skill: sing and hold own part in a round Knowledge: what singing in a round means	I can recognise and identify the main features of samba music. Vocab: Brazil, bateria, ganza, chocalho Skill: identify instruments used in samba percussion ensemble Knowledge: recognise when samba music is played
<b>Lesson 2</b>	To use body percussion. Vocab: rhythm, tempo Skill: use body percussion to play a sequence	I can recognise key elements of music Vocab: dynamics, tempo, texture Skill: explain how music makes me feel using musical vocabulary	I can understand and play syncopated rhythms. Vocab: syncopated, off-beat, pulse Skill: play on the off-beat

	Knowledge: that a piece of music can be described using tempo, dynamics, texture and structure	Knowledge: what dynamics, tempo and texture mean	Knowledge: what a syncopated rhythm is
<b>Lesson 3</b>	To create musical rhythms using body percussion. Vocab: rhythm, structure, texture Skill: use body percussion to create rhythms representing different things Knowledge: that different rhythms can be used to represent different things	I can perform a vocal ostinato Vocab: ostinato Skill: perform a vocal ostinato in time Knowledge: what an ostinato is	To play syncopated rhythms as part of a group. Vocab: beat, rhythm, syncopation Skill: play a syncopated rhythm Knowledge: what a syncopated rhythm is
<b>Lesson 4</b>	To create simple tunes. Vocab: loop Skill: work in a group to create a loop rhythm Knowledge: what a loop is	I can create and perform an ostinato. Vocab: ostinato, notation Skill: play an ostinato in time Knowledge: rhythms can be represented by notation	I can compose a basic rhythmic break. Vocab: break, composition, rhythm Skill: compose a simple break Knowledge: what a rhythmic break is
<b>Lesson 5</b>	To build and improve a composition. Vocab: compose, dynamics, tempo, texture, structure Skill: play in time with my group Knowledge: that changing the dynamics, tempo, texture and structure will change the feel of a piece of music	I can improve and perform a piece of music based around ostinatos Vocab: ostinato, texture, tempo, dynamics, layers Skill: improve a piece based on self and peer feedback Knowledge: changing dynamics and tempo can change the feel of a piece	I can perform rhythmic breaks within the samba piece. Vocab: Skill: play in time Knowledge: what a rhythmic break is
<b>Vocabulary</b>	body percussion click clap stamp snap rhythm tempo contrast structure texture compose loop	a capella breathing dynamics harmony texture tempo ostinato layer percussion	Brazil carnival samba batucada bateria cowbell agogo

	pitch inspiration		
<b>Musical appreciation</b>			

## YEAR 5

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
<b>Unit</b>	<a href="#">Composition Notation (Ancient Egypt)</a>	<a href="#">Composition to Represent the Festival of Colour</a>	<a href="#">Blues</a>
<b>Lesson 1</b>	To sing with accuracy, fluency, control, and expression. Vocab: repeating, unison Skill: follow the tune Knowledge: that singing together sounds better when everyone is in time and in tune	I can understand that music can be represented with colours. Vocab: holi, synesthesia Skill: suggest a colour to match the music Knowledge: colours can be matched to music	I can understand the key features of Blues music. Vocab: Blues Skill: sing a Blues song Knowledge: that Blues music often conveys strong emotions
<b>Lesson 2</b>	To explore and use different forms of notation. Vocab: notation Skill: show the structure of a piece of music using non-standard notation Knowledge: what non-standard notation means	I can represent a piece of music as a graphic score. Vocab: holi, synesthesia Skill: represent music visually Knowledge: what graphic score means	I can play the first line of the 12-bar Blues Vocab: chord. Skill: play the chord of C Knowledge: what a chord is
<b>Lesson 3</b>	To understand note length. Vocab: notation, crotchet, minim, semibreve Skill: recognise note names and note length Knowledge: that different note lengths have different notation	I can create a vocal composition based on a picture. Vocab: vocal composition Skill: represent colours and shapes with vocal sounds Knowledge: what vocal composition means	I can play the 12-bar Blues. Vocab: bar, 12-bar Blues, chord Skill: play the chords to the 12-bar Blues Knowledge: what a bar is



<b>Lesson 4</b>	To read simple pitch notation. Vocab: stave, notation, crotchet, minim, semibreve Skill: play a melody from pitch notation Knowledge: that notes go either on or between the lines	I can create a piece of music inspired by a single colour. Vocab: vocal composition Skill: create vocal sounds to represent colour Knowledge: that vocal sounds can represent colour	I can play the Blues scale. Vocab: scale Skill: play the Blues scale ascending and descending Knowledge: what the Blues scale is
<b>Lesson 5</b>	To use hieroglyphs and stave notation to write a piece of music. Vocab: compose, notation, minor key Skill: notate a piece using non-standard and standard notation Knowledge: that different types of notation can be used to show the same piece of music	I can work as a group to perform a piece of music. Vocab: vocal composition Skill: adjust my dynamics and pitch Knowledge: what dynamics and pitch is	I can improvise with notes from the Blues scale. Vocab: improvise Skill: improvise using notes from the Blues scale Knowledge: that the improvisation must stay within notes from the Blues scale
<b>Vocabulary</b>	features notation repeating unison staff notation crotchet minim semibreve composition structure melody tempo	synaesthesia dynamics Holi graphic score dynamics vocal composition performance	Blues chord bar 12 bar Blues scale Blues scale bent note ascending scale descending scale improvisation
<b>Musical appreciation</b>			

YEAR 6

	<b>Autumn</b>	<b>Spring</b>	<b>Summer</b>
--	---------------	---------------	---------------

Unit	<a href="#">Dynamics, Pitch and Tempo</a>	<a href="#">Theme and Variations (Pop Art)</a>	<a href="#">Composing a Leavers Song</a>
<b>Lesson 1</b>	To appraise the work of a classical composer (Felix Mendelssohn). Vocab: depict Skill: give my opinion on a piece of music Knowledge: who Felix Mendelssohn was	I can explore the musical concept of theme and variations. Vocab: pop art, theme and variations Skill: talk about theme and variations Knowledge: what musical concepts are	I can listen to and describe music Vocab: lyrics, tempo, melody, dynamics Skill: evaluate a song based on musical features Knowledge: understand the meaning of musical features
<b>Lesson 2</b>	To improvise as a group, using dynamics and pitch. Vocab: improvise, dynamics, pitch Skill: follow a conductor Knowledge: what it means to improvise	To compare and contrast different variations in the piece 'The Young Person's Guide to the Orchestra' Vocab: vocal composition Skill: identify sounds of different instruments Knowledge: what vocal composition means	I can write lyrics for a song Vocab: lyrics, chorus Skill: write lyrics for a chorus Knowledge: what a chorus is
<b>Lesson 3</b>	To improvise as a group, using texture. Vocab: improvise, texture Skill: use changes of texture in my improvisation Knowledge: what texture means	I can use complex rhythms to be able to perform a theme Vocab: body percussion, diaphragm, rhythm, melody Skill: stay in time with the pulse while performing complex rhythms Knowledge: what rhythm means	I can organise lyrics into a song structure Vocab: verse, chorus, rhyme Skill: write lyrics for a verse Knowledge: how the verse-chorus structure of a song works
<b>Lesson 4</b>	To use knowledge of dynamics, texture and pitch to create a group composition. Vocab: dynamics, texture, pitch Skill: compose a piece using dynamics, texture and pitch Knowledge: that changing the dynamics, texture or pitch will change the feel of a piece	I can play TIKI-TIKI, TI-TIKI and TIKI-TI rhythms in 3/4 time. Vocab: rhythmic elements, TIKI-TIKI, TI-TIKI, TIKI-TI Skill: clap these rhythms along with the beat Knowledge: what rhythm means	I can use vocal improvisation and known melodies against a backing track Vocab: chord progression, improvise Skill: perform a melody over a four-chord backing track Knowledge: many different songs use the same chord progression
<b>Lesson 5</b>	To use teamwork to create a group composition featuring changes in texture, dynamics and pitch. Vocab: dynamics, texture, pitch Skill: compose a piece using dynamics, texture and pitch	I can use music notation to create visual representations of TIKI-TIKI, TI-TIKI and TIKI-TI rhythms. Vocab: rhythmic elements, TIKI-TIKI, TI-TIKI, TIKI-TI Skill: draw TIKI-TIKI, TIKI-TI or TI-TIKI	I can compose a melody Vocab: chorus, melody Skill: compose a chorus melody Knowledge: a melody needs to fit both the lyrics and the backing track (chord progression)

	Knowledge: that changing the dynamics, texture or pitch will change the feel of a piece	accurately Knowledge: colours can produce an artistic impression of rhythms	
<b>Lesson 6</b>			I can compose a verse melody Vocab: verse, melody Skill: compose a verse melody Knowledge: a melody needs to fit both the lyrics and the backing track (chord progression)
<b>Vocabulary</b>	depict conductor improvise texture dynamics pitch graphic score notation timbre ensemble	theme variation orchestra instrument sections pizzicato ensemble diaphragm melody phrase singing in jumps/steps body percussion rhythms rhythmic elements quaver crotchet pop art	lyrics tempo presto allegro largo accelerando ritardando melody dynamics forte piano crescendo diminuendo melody verse chorus rhyme structure chord chord progression improvisation staff notation
<b>Musical appreciation</b>			