**Cortonwood Infant and Nursery School**



Music progression of knowledge and skills across Early Years and Key Stage One

Sep 2022

Progression of knowledge and skills within Music

Each skill is developed within the specific musical domain based on the musical knowledge taught at each year groups.

Music is a universal language that embodies one of the highest forms of creativity. A high-quality music education should engage and inspire pupils to develop a love of music and their talent as musicians, and so increase their self-confidence, creativity and sense of achievement. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

Intent

Our intent is that we aim to help the children to develop a love of music and support them in developing a secure subject knowledge. We have implemented a scheme of work developed by Rotherham Music Service using the online platform Charanga to provide a relevant, challenging and enjoyable curriculum for music for all the children in school.

The Charanga Musical School Scheme provides teachers with week-by-week lesson support for each year group in the school. It is ideal for specialist and non-specialist teachers and provides lesson plans, assessment, clear progression, and engaging and exciting whiteboard resources to support every lesson. The Scheme supports all the requirements of the national curriculum. In line with the curriculum for music and guidance from Ofsted, this Scheme moves away from the previous levels and learning objective/outcome concepts to an integrated, practical, exploratory and child-led approach to musical learning. The music specialist supports teachers to deliver a high-quality music education that engages the pupils to develop a love of music and develop their talents as musicians. Through our teaching of music, we aim to expose children to a range of genres of music and introduce them to some of the world’s best pieces of music across the ages.

Music taught through a topic approach

The breadth of our topic-based learning curriculum is planned to give pupils appropriate experiences both in and out of the school environment to develop as confident and responsible citizens through the world they live in. It is designed to provide rich cultural capital and provide them with the knowledge and skills to succeed in the future working world. It is delivered in a coherent, structured, practical curriculum that leads to a sustained mastery for all and a greater depth of understanding for those who are capable.

Our topic-based curriculum design is based on evidence from cognitive science; three main principles underpin it:

* Learning is most effective by repetition.
* Interweaving helps pupils to discriminate between topics and aids long-term retention.
* Retrieval of previously learned content is frequent and regular, which increases both storage and retrieval strength.

In addition to the three principles, we also understand that learning can be invisible in the short-term and that sustained mastery takes time. Some of our content is subject specific, whilst other content is combined in a cross-curricular approach. Continuous provision, in the form of daily routines, replaces the teaching of some aspects of the curriculum (where appropriate) and in other cases, provides retrieval and practice for previously learned content.

The impact of our curriculum is that by the end of year 2, the vast majority of our pupils have sustained mastery of the content that is they remember it all through their learning experiences and are fluent in applying both learnt knowledge and skills to a wide variety of tasks and situations.

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|  | **Musical Domains** |
|  |  | **Instrumental**  | **Listen, copy and use improvisation**  | **Composition**  | **Singing and listening to songs**  | **Performance**  |
| Smarties and F1Children will know how to… |  | Composite> Explore a range of sound makers and instruments and play them in different ways. (EYFS Birth-Three)Play instruments with increasing control to express their feelings and ideas. (EYFS Three to Four) | Composite> Show attention to sounds and music. (EYFS Birth-Three)> Respond emotionally and physically to music when it changes. (EYFS Birth-Three)> Move and dance to music. (EYFS Birth-Three)> Listen with increased attention to sounds. (EYFS Three to Four)>Create their own songs or improvise a song around one they know. (EYFS Three to Four) | Composite> Anticipate phrases and actions in rhymes and songs, like ‘Peepo’. (EYFS Birth-Three)> Make rhythmical and repetitive sounds. (EYFFS Birth-Three)>Create their own songs or improvise a song around one they know. (EYFS Three to Four) | Composite> Explore their voices and enjoy making sounds. (EYFS Birth-Three)> Enjoy and take part in action songs, such as ‘Twinkle, Twinkle Little Star’ (EYFS Birth-Three)> Remember and sing entire songs. (EYFS Three to Four)>Sing the pitch of a tone sung by another person (‘pitch match’). (EYFS Three to Four)>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. (EYFS Three to Four) | Composite> Join in with songs and rhymes, making some sounds (EYFS Birth-Three)> Enjoy and take part in action songs, such as ‘Twinkle, Twinkle Little Star’ (EYFS Birth-Three) |
|  | Components:>Experiment with musical instruments (tambourine, maracas, cymbals, wood block, drum and egg shakers) by shaking, hitting, banging and tapping.>Explore the different types of sounds (shaking, hitting, banging and tapping) and play them in response different stimuli. For example, different nursery rhymes (Baba black sheep, twinkle twinkle) | Components:>Listen and respond to different music by moving to the beat/pulse.>Change their response to the music when it changes for example faster and slower, louder and softer.>Act out an animal movement in response to the sounds that they hear. >Carefully listen to environmental sounds to identify what they can hear.>Change and adapt familiar songs such as wheels on the bus to include their own version of the song.  | Components:>Join in with repeated refrains from stories and anticipate and predict what might happen next, for example Shark in the Park.>Listen to and repeat a rhythm that has been clapped, tapped or stamped to them.  | Components:> Adapt their voice and intonation to make their voice heard in a variety of situations, such as: whispering, shouting and singing. > Perform their favourite action song, such as: Baba black sheep, tiny Tim and twinkle twinkle.>Perform ‘Sing a Rainbow’ with Makaton actions. > Listen to and imitate the pitch that someone sings to them.  | Components:>Perform Beat Baby by keeping a steady beat.>Perform and record their favourite song each half term to share with parents.  |
| F2Children will know how to… |  | Composite | Composite>Listen attentively, move to and talk about music, expressing their feelings and responses. (EYFS Reception) | Composite | Composite>Sing in a group or on their own, increasingly matching the pitch and following the melody. (EYFS Reception) > Sing a range of well-known nursery rhymes and songs (ELG) | Composite>Sing in a group or on their own, increasingly matching the pitch and following the melody. (EYFS Reception)> Perform songs, rhymes, poems and stories with others, and – when appropriate – try to move in time with music. (ELG) |
| Unit 1 Me! | Components:  | Components:>Sing twelve nursery rhymes off by heart (by the end of reception, see scheme). >Stories link to some of the nursery rhymes.>Learn that music can touch your feelings. >Enjoy moving to music by dancing, marching, being animals or Pop stars.>Move with the pulse of the music.> Words of songs can tell stories and paint pictures. | Components:N/A | Components:> Sing or rap nursery rhymes and simple songs from memory.> Understand songs have sections.> Sing along with a pre-recorded song and add actions.>Sing along with the backing track.Pat-a-cake 1, 2, 3, 4, 5, Once I Caught a Fish Alive This Old Man Five Little Ducks Name Song Things For FingersListen to songs:Celebration by Kool And The Gang Happy by Pharell Williams Sing by The Carpenters Sing A Rainbow by Peggie Lee Happy Birthday by Stevie Wonder Our House by Madness | Components: >Understrand that performance is sharing music.> Perform any of the nursery rhymes by singing and adding actions or dance.> Perform any nursery rhymes or songs adding a simple instrumentalpart.> Record the performance to talk about. |
|  | Unit 2My stories  | Components:I’m A Little Teapot C, C + D The Grand Old Duke Of York C, C + D Ring O’ Roses C, C + D Hickory Dickory Dock C, C + D The ABC Song D, D + E | Components:**Activity A Games Track** >Find the pulse by copying a character in a nursery rhyme, imagining a similar character or object and finding different ways to keep the pulse. | Components:N/A | Components:>Sing or rap nursery rhymes and simple songs from memory.> Find out that songs have sections.>Sing along with a pre-recorded song and add actions.> Sing along with the backing track.I’m A Little Teapot The Grand Old Duke Of York Ring O’ Roses Hickory Dickory Dock Not Too Difficult The ABC SongListening songs:Oll Alabama byBellowheadBoogie Wonderland byEarth Wind and FireDon’t Go Breaking MyHeart by Elton John andKiki DeeGanesh Is Fresh by MCYogiFrosty The Snowman sungby Ella FitzgeraldSpiderman sung byMichael Bublé | Components:> Understand that performance is sharing music.>Perform any of the nursery rhymes by singing and adding actions or dance.> Perform any nursery rhymes or songs adding a simple instrumentalpart.> Record the performance to talk about. |
|  | Unit 3Everyone | Components:Wind The Bobbin Up D, D + E Rock-a-bye Baby D, D + E If You're Happy And You Know It G, G + A | Components:Activity B Copycat Rhythm >Copy basic rhythm patterns of single words, building to short phrases from the song/s | Components:N/A | Components:> Sing or rap nursery rhymes and simple songs from memory.> Understand songs have sections.> Sing along with a pre-recorded song and add actions.> Sing along with the backing track.wind The Bobbin Up Rock-a-bye Baby Five Little Monkeys Jumping On The Bed Twinkle Twinkle If You're Happy And You Know It Head, Shoulders, Knees And ToesListening songs:We Are Family by Sister Sledge Thula Baba by Hlabalela Ensemble ABC by The Jackson 5 My Mum Is Amazing (feat. Zain Bhikha) by Zimtech Productions Conga by Miami Sound Machine Horn Concerto No 4: Third Movement – Rondo by Mozart | Components:>Understand that performance is sharing music.> Perform any of the nursery rhymes by singing and adding actions or dance.> Perform any nursery rhymes or songs adding a simple instrumentalpart.> Record the performance to talk about. |
|  | unit 4Our world  | Components:Old Macdonald Incy Wincy Spider G, G + A Baa Baa Black Sheep D, D + E Row, Row, Row Your Boat C, C + D Wheels On The Bus C, C + D The Hokey Cokey F, F + G | Components:Activity C High and Low >Explore high and low using voices and sounds of characters in the songs. Listen to high-pitched and low-pitched sounds on a glockenspiel. | Components:N/A | Components:> Sing or rap nursery rhymes and simple songs from memory.> Recognise songs have sections.> Sing along with a pre-recorded song and add actions.> Sing along with the backing track.Old Macdonald Incy Wincy Spider Baa Baa Black Sheep Row, Row, Row Your Boat The Wheels On The Bus The Hokey CokeyListening songs:lovely Day by Bill Wither, Beyond The Sea sung by Robbie Williams Mars from The Planets Suite by Gustav Holst Frog’s Legs And Dragon's Teeth by Bellowhead Ain’t No Mountain High Enough sung by Marvin Gaye and Tammi Terral Singing In The Rain performed by Gene Kelly | Components:> Understand That performance is sharing music.> Perform any of the nursery rhymes by singing and adding actions or dance.> Perform any nursery rhymes or songs adding a simple instrumentalpart.> Record the performance to talk about. |
|  | unit 5Big Bear Funk  | Components:Big Bear Funk D, D + E, D + C | Components:Activity D Create Your Own Sounds. >Invent a pattern using one pitched note, keep the pulse throughout with a single note and begin to create simple 2-note patterns to accompany the song. | Components:N/A | Components:> Sing or rap nursery rhymes and simple songs from memory.> Recognise songs have sections.> Sing along with a pre-recorded song and add actions.>Sing along with the backing track.Big Bear FunkListening songs:Bear Funk by Joanna Mangona I Feel Good by James Brown Don’t You Worry ‘Bout a Thing sung by Incognito My Promise by Earth Wind And Fire Superstition by Stevie Wonder Pick Up The Pieces by Average White Band | Components:>Understand That performance is sharing music.>Perform any of the nursery rhymes by singing and adding actions or dance.> Perform any nursery rhymes or songs adding a simple instrumental part>Perform any nursery rhymes or songs adding a simple instrumental part.>Record the performance to talk about. |
|  | unit 6 Reflect, rewind and replay  | Components:Revise existing. | Components:Extension Activity >Add a 2-note melody to the rhythm of the words. >Play with two pitched notes to invent musical patterns. | Components:N/A | Components:> Sing or rap nursery rhymes and simple songs from memory.> Recognise Songs have sections. >Sing along with a pre-recorded song and add actions.> Sing along with the backing track.Big Bear Funk Baa Baa Black Sheep Twinkle Twinkle Incy Wincy Spider Rock-a-bye Baby Row, Row, Row Your BoatListening songs:Wlliam Tell Overture byRossiniDance Of The Sugar PlumFairy by TchaikovskyFlight Of The Bumblebeeby Rimsky-KorsakovJupiter, The Bringer OfJollity by Gustav HolstFantasia On A Theme byThomas Tallis by RalphVaughan WilliamsE.T. Flying Theme by JohnWilliams | Components:>That performance is sharing music.> Perform any of the nursery rhymes by singing and adding actions or dance.> Perform any nursery rhymes or songs adding a simple instrumentalpart.> Record the performance to talk about. |
| Year 1 Children will know how to… |  | Composite:> play tuned and untuned instruments musically. | Composite:> listen with concentration and understanding to a range of high-quality live and recorded music. | Composite:> experiment with, create, select and combine sounds using the inter-related dimensions of music. | composite:> Use their voices expressively and creatively by singing songs and speaking chants and rhymes. | composite:> Use their voices expressively and creatively by singing songs and speaking chants and rhymes. |
| Unit 1Hey You! By Joanna Mangona | Components: Style of song:Old School Hip-HopKey: COne Note: CEasy Part: CMedium Part: C + GMelody: C + G | Components: >Sing five songs off by heart.>Discuss what songs are about.>Recognise the sound and names of some of the instruments they use.> Enjoy moving to music by dancing, marching, being animals or pop stars.>Pick-up that music has a steady pulse, like a heartbeat.> Create rhythms from words, our names, favourite food, colours and animals.**Game 1 – Have Fun Finding.** Find the pulse. Choose an animal and find the pulse. | Components: >Compose: Hey You! By Joanna Mangona.>Create a composition as a whole class or group  | Components:>Confidently sing or rap five songs from memory and sing them in unison.>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.Listening Songs:Me, Myself and I by De La SoulFresh Prince of Bel-Air by Will SmithRapper’s Delight by The Sugarhill GangU Can’t Touch This by MC HammerIt’s Like That by Run DMC | Components:>Understand that a performance is sharing music with other people, called an audience.>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. |
| Unit 2Rhythm In The Way We Walk and The Banana Rap | Components:Style of main song:ReggaeKey: COne Note: CEasy Part: C Medium Part: C + GMelody: C + G | Components:**Game 2 – Rhythm Copy Back.** Listen to the rhythm and clap back. Copy back short rhythmic phrases based on words, with one and two syllables whilst marching to the steady beat. | Components:N/A | Components:>Confidently sing or rap five songs from memory and sing them in unison.>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.Listening SongsThe Planets, Mars by Gustav Holst (Classical)Tubular Bells by Mike Oldfield (Pop)The Banana Rap by Jane Sebba (Hip Hop)Happy by Pharrell Williams (Pop)When I’m 64 by The Beatles (Pop) | Components:>Understand that a performance is sharing music with other people, called an audience.>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. |
| Unit 3In The Groove | Components:Style of song:Blues, Baroque, Latin, Bhangra, Folk, Funk.Key: COne Note: CEasy Part: C + DMedium Part: C + DMelody: C, G + A | Components:**Game 3 – Rhythm Copy Back, Your Turn.** Create rhythms for others to copy. | Components:>Compose: In the Groove, blues by Joanna MangonaCreate your composition as a whole class or group activity. Drag notes from the left into the boxes to create their composition. | Components:>Confidently sing or rap five songs from memory and sing them in unison.>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.Listening Songs:How Blue Can You Get by B.B King (Blues)Let The Bright Seraphim by Handel (Baroque)Livin’ La Vida Loca by Ricky Martin (Latin/Pop)Jai Ho by J.R Rahman (Bhangra/Bollywood)Lord Of The Dance by Ronan Hardiman (Irish)Diggin’On James Brown by Tower of Power(Funk) | Components:>Understand that a performance is sharing music with other people, called an audience.>Choose a song they have learnt from the Scheme and performit.> Add their ideas to the performance.>Record the performance and say how they were feeling about it. |
| Unit 4Round and Round | Components:Style of song:Bossa Nova Key: D minorOne Note: DEasy Part: D, F, C + DMedium Part: D, E, F, G + AMelody: D, F, G, A + C | Components:**Game 4 – Pitch Copy Back and Vocal Warm-Up 1.**>Listen and sing back. Use their voices to copy back using ‘la’, whilst marching to the steady beat.  | Components:N/A | Components:>Confidently sing or rap five songs from memory and sing them in unison.>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.Listening Songs:Livin’ La Vida Loca by Ricky Martin (Latin/Pop)Imperial War March by John Williams (Film)It Had Better Be Tonight by Michael Buble (Latin/Big Band)Why Don’t You by Gramophonedzie (Big Band/Dance)Oya Como Va by Santana (Latin/Jazz) | Components:Understand that a performance is sharing music with other people, called an audience.>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. |
| Unit 5Your Imagination | Components:Style of song:PopKey: COne Note: CEasy Part: C + GMedium Part: C, E + GMelody: E, G + A | Components:**Game 4a – Pitch Copy Back and Vocal Warm-Up 2.**>Listen and sing back, and some different warm-ups. Use their voice to copy back using ‘la’. | Components:>Compose: Your Imagination by Joanna Mangona and Pete ReadmanCreate your composition as a whole class or group activity. Drag notes from left into the boxes to create their composition. | Components:>Confidently sing or rap five songs from memory and sing them in unison.>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.Listening Songs:Supercalifragilisticexpialidocious from Mary PoppinsPure Imagination from Willy Wonka and The Chocolate Factory SoundtrackDaydream Believer by The MonkeesRainbow Connection from The Muppet MovieA Whole New World from Aladdin | Components:Understand that a performance is sharing music with other people, called an audience.>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. |
| Unit 6Reflect, Rewind and Replay | Components:Style of song:ClassicalRevise existing | Components:N/A | Components:N/A | Components:>Confidently sing or rap five songs from memory and sing them in unison.>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.Listening SongsA Song Before Sunrise by Frederick Delius – 20th CenturyThe Firebird by Igor Stravinsky – 20th CenturyThe Bird by Sergei Prokofiev – 20th CenturyGrand March from Aida by Giuseppe Verdi – ClassicalBolero by Maurice Ravel- 20th CenturyThe Lamb by John Tavener – Contemporary | Components:Understand that a performance is sharing music with other people, called an audience.>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. |
| Year 2Children will know how to…. |  | Composite:> play tuned and untuned instruments musically. | Composite:> listen with concentration and understanding to a range of high-quality live and recorded music. | Composite:> experiment with, create, select and combine sounds using the inter-related dimensions of music. | composite:> Use their voices expressively and creatively by singing songs and speaking chants and rhymes. | composite:> Use their voices expressively and creatively by singing songs and speaking chants and rhymes. |
|  Unit 1Hands, Feet, Heart | ComponentsStyle of Song:Afropop, South African Key: GOne Note: GEasy Part: G, A + CMedium Part: G, A, B + CMelody: E, F, G, A, B + C | Components>Sing five songs off by heart.>Recognise that some songs, have a chorus or a response/answer part.>To know that songs have musical style.>Enjoy moving to music by dancing, marching, being animals or pop stars.>Understand that songs can tell a story or describe an idea.**Game 1-Have Fun Finding the Pulse!**Find the pulse. Choose an animal and find the pulse. | Components>Compose: Hands, Feet, Heart by Joanna Mangona.Create a composition as a whole class or group activity. Drag notes from the left into the boxes to create their composition. | Components>Confidently know and sing five songs from memory.>Form a unison which is everyone singing at the same time.> Include other ways of using the voice e.g. rapping (spoken word).>To know why we need to warm up our voices.>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.Listening Songs:The Click Song sung by Miriam MakebaThe Lion Sleeps Tonight sung by Soweto Gospel ChoirBring Him Back by Hugh MasekelaYou Can Call Me Al by Paul SimonHlokoloza by Arthur Mafokate | Components>Understand that a performance is sharing music with an audience.>Understand that a performance can be a special occasion and involve a class, a year group or a whole school.> Appreciate that an audience can include their parents and friends.>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. |
| Unit 2Ho, Ho, Ho | ComponentsStyle of Song:A song with rapping and improvising for Christmas Key: GOne Note: GEasy Part: G, A + BMedium Part: G, A + BMelody: N/A | Components**Game 2-Rhythm Copy Back.**>Listen to the rhythm and clap back. Copy back short rhythmic phrases based on words, with one and two syllables whilst marching the steady beat. | ComponentsN/A | Components>Confidently know and sing five songs from memory.>Understand that unison is everyone singing at the same time.>Sing songs which include other ways of using the voice e.g. rapping (spoken word).> Warm up their voices.>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.Listening Songs:Please choose your own song hereBring Him Back Home (Nelson Mandela) by Hugh Masekela (Freedom Song)Suspicious Minds by Elvis Presley (Pop)Sir Duke by Stevie Wonder (Funk)Fly Me To The Moon by Frank Sinatra (Big Band/Jazz) | Components>Understand that a performance is sharing music with an audience.> Understand that a performance can be a special occasion and involve a class, a year group or a whole school.>Appreciate that an audience can include their parents and friends.>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. |
| Unit 3I Wanna Play in a Band | ComponentsStyle of Song:Rock Key: DOne Note: FEasy Part: D + CMedium Part: G, F + CMelody: C, D + F | Components**Game 3-Rhythm Copy Back, Your Turn**.>Create rhythms for others to copy. | Components>Compose: I Wanna Play in A Band by Joanna Mangona>Create their own composition as a whole class or group activity. Drag notes from the left into the boxes to create their own composition. | Components>Confidently know and sing five songs from memory.>Create a unison, which is everyone singing at the same time.>Sing songs which include other ways of using the voice e.g. rapping (spoken word).> Warm up their voices.>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).>Find a comfortable singing position.>Learn to start and stop singing when following a leader.Listening Songs:We will Rock You by QueenSmoke On The Water by Deep PurpleRocking All Over The World by Status QuoJohnny B. Goode by Chuck BerryI saw Her Standing There by The Beatles | Components>A performance is sharing music with an audience.>A performance can be a special occasion and involve a class, a year group or a whole school.>An audience can include their parents and friends.>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. |
| Unit 4Zootime | ComponentsStyle of Song:Reggae Key: COne Note: CEasy Part: C + DMedium Part: C + DMelody: C + D | Components**Game 4-Pitch Copy Back and Vocal Warm-Up 1.**>Listen and sing back. Use their voices to copy back using ‘la’, whilst marching a steady beat. | Components>Compose: Zoo Time by Joanna Mangona>Create their own composition as a whole class or group activity. Drag notes from the left into the boxes to create their own composition. | Components> Confidently know and sing five songs from memory.>For a unison which is everyone singing at the same time.>Sing Songs which include other ways of using the voice e.g. rapping (spoken word).>Warm up their voices.>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.Listening SongsKingstone Town by UB40Shine by ASWADIGY by Donald FagenFeel Like Jumping by Marcia GriffithsI Can See Clearly Now by Jimmy Cliff | Components>A performance is sharing music with an audience.>A performance can be a special occasion and involve a class, a year group or a whole school.>An audience can include their parents and friends.>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. |
| Unit 5Friendship Song | Components:Style of Song:PopKey: COne Note: CEasy Part: E + GMedium Part: E, G, A + BMelody: C, D, E, F, G, A + B | Components:**Game 4a-Pitch Copy Back and Vocal Warm-Up 2**Listen and sing back, and some different vocal warm-ups. Use your voices to copy back using ‘la’. | Components:>Compose with the song – Friendship Song by Joanna Mangona and Pete Readman>Create their own composition as a whole class or group activity. Drag notes from the left into the boxes to create their composition. | Components:> Confidently know and sing five songs from memory.>Form a unison which is everyone singing at the same time.>Sing songs which include other ways of using the voice e.g. rapping (spoken word).> Warm up Their voices.>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.Listening Songs:Count On Me by Bruno MarsWe Go Together (from the Grease soundtrack)You Give A Little Love (from Bugsy Malone)That’s What Friends Are For by Gladys Knight, Stevie Wonder, Dionne Warwick with Elton JohnYou’ve Got A Friend In Me by Randy Newman | Components:>A performance is sharing music with an audience.>A performance can be a special occasion and involve a class, a year group or a whole school.>Perform to an audience including their parents and friends.>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. |
| Unit 6Reflect, Rewind and Repeat | Components:Style of Song:ClassicalRevise existing | Components: | Components: | Components:>Confidently know and sing five songs from memory.>Sing in unison which is everyone singing at the same time.>Sing songs include other ways of using the voice e.g. rapping (spoken word).> To warm up their voices.>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.Listening Songs:Peer Gynt Suite: Anitras Dance by Edvard Grieg-RomanticBrandenburg Concerto No1 by Johann Sebastian Bach-BaroqueFrom The Diary Of A Fly by Bela Bartok-20th CenturyFantasia On Greensleeves by Ralph Vaughn Williams – 20th CenturyDance of the Sugar Plum Fairy By Pytor Tchaikovsky – RomanticThe Robots (Die Roboter) by Kraftwerk - Contemporary | Components:>Understand a performance is sharing music with an audience.>Understand a performance can be a special occasion and involve a class, a year group or a whole school.>Perform to an audience which can include their parents and friends.>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. |
| Year 3Children will know how to…. |  |  |  |  |  |  |
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Key = Autumn 1, Autumn 2, Spring 1, Spring 2, Summer 1, Summer 2, On going

*Key vocabulary is highlighted in yellow*