Cycle A	EYFS		Year 1 & 2		Year 3 & 4		Year 5 & 6	
Autumn 1	Out and about CHARANGA Unit Everyone (R) Development Statements Exploring and using media and materials Enjoys johing in with dancing and ring games Sing a few familiar songs Begin to move rhythmically Imitates movement in response to music Taps out simple repeated rhythms Explores and learns how sound can be changed Begins to build a repertoire of songs and dances Explores the different sounds of instruments Development To tatements Being Imaginative Uses movement to express feelings Creates movement in response to music Sings to self and makes up simple songs Makes up rhythms Suggested Songs links for whole 2 year cycle Cbeebies Sing UD Charanga Out of the Arks BBC Bring the Noise You tube BBC Teach Radio Twinkl Twinkl Twinkl Twinkl Duise a variety of different nursery rhymes and ring games with dancing (see "Musical Gems" resource handed out at Curriculum Staff Meeting) Pulse activities - Use rhyme and walking as this allows children to develop a sense of pulse. E.g. the Grand old Duke of York. Play recorded songs/rhymes Gently Know songs/teach a selection of songs – action, counting etc. Wind the bobbin up, Tommy thumb is up, 5 little speckled frogs, 10 currant buns, 10 green bottles, Days of the week, alphabet song. Wheels on the bus Postman Pat.	Instruments Percussion Tuned Untuned Beat Pulse rhythm Pitch Tempo Sing Song	Man on the Moon CHARANGA Unit Space – Freestyle KS1 Topics Performing Focus NCLO: use their voices expressively and creatively by singing songs and speaking chants and rhymes. LO: To sing together in time, keeping a steady pulse Learn Journey to the Moon Song Twinki – Journey to the Moon Song Creating Focus NCLO: play tuned and untured instruments musically. LO: To experiment with sould a planet. Change the pictures to link with planets. Twinki – Compose a piece of music Listening Focus NCLO: listen with concentration and understanding to a range of high-quality live and recorded music. LO: To suggest how a piece of music makes you feel. Gustav Holst the Planet suite (1900) – appraise the music. Chn to discuss how the piece of musics them feel and draw pictures to demonstrate this. Talk about the sound-draw wiggly lines to show the different sounds of the music. BSC Teach – The Planet Suite Charanga Classics for Kids	Inter-related dimensions of music Pulse Rhythm Pitch Tempo Dynamics Timbre Texture Structure Notation Silence Appraise Lyrics Improvise Ostinato Ostinato Ostinato Ostinato	CHARNGA Unit Three Little Birds (Y3) WCET (Y4) Performing Focus VCLO: Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression LO: To perform in front of an audience (maybe visit another class) Chn to perform melodies composed. Creating Focus NCLO: Improvise and compose music for a range of purposes using inter-related dimensions of music. LO: To invent a melody and notate it	Inter-related dimensions of music Pulse Rhythm Pitch Tempo Dynamics Timbre Texture Structure Notation Silence Appraise Lyrics improvise Ostinato graphic score Tuned percussion Rests Bar Beats-in-abar Walk (1 beat) Silee (2 beats) Running (1/2 beats) Y4 Quavers (1/2 beats) Crotchet (1 beat) Semibreve (4 beats) Crotchet rest (1 beat rest) Sharp Natural flat Stave/staff Conductor Orchestral families (string, brass, woodwind, percussion) Staccato legato	Space Space soundscapes CHARANGA Unit Space - Freestyle KS2 Topics Covered within lessons NCLO: develop an understanding of the history of music. NCLO: Use and understand staff and other musical notations Perform their soundscapes in class with feedback from peers. BBC Teach Creating Focus NCLO: Improvise and compose music for a range of purposes using inter-related dimensions of music. LO: Use and understand music notation Children Biscard own Space Soundscape using voices, instruments and/or ICT Apps such as Grage band. Children Biscard own Space Soundscape using voices, instruments and/or ICT Compose and record own Space soundscape using voices, instruments and/or ICT Compose and record own Space soundscape using voices, instruments and/or ICT Compose and nector own Space soundscape using voices, instruments and/or ICT Compose and nector own Space soundscape using voices, instruments and/or ICT Compose and nector own Space soundscape using voices, instruments and/or ICT Compose and nector own Space soundscape using voices, instruments and/or ICT Compose and nector own Space soundscape using voices, instruments and/or ICT Compose and nector own Space soundscape using voices, instruments and/or ICT Compose and nector own Space soundscape using voices, instruments and/or ICT Compose and nector own Space soundscape using voices, instruments and/or ICT Compose and nector own Space soundscape using voices, instruments and/or ICT Compose and nector own Space soundscape using voices, instruments and/or ICT Compose and nector own Space soundscape using voices, instruments and/or ICT Compose and nector own Space Soundscape using voices, instruments and/or ICT Compose and nector own Space soundscape using voices, instruments and/or ICT Compose and nector own Space soundscape using voices, instruments and/or ICT Compose and nector own Space soundscape using voices, instruments and/or ICT Compose and nector own Space soundscape using voices, instruments and/or ICT Compose and nector own Space (ast AD for book resource)	Silence Appraise Lyrics Improvise Ostinato graphic score Tuned percussion Rests Bar Beats-in-a bar Walk (1 beat) Sicep (2 beats) Quavers (1/2 beats) Quavers (1/2 beats) Crotchet (1 beat) Minim (2 beats) Semibreve (4 beats) Crotchet rest (1 beat rest) Sharp Natural flat Stave/staff Conductor Orchestral families (string, brass, woodwind, percussion) Staccato Legato Chords Accompany Chant
Autumn 2	Toy Story         Development Statements         Exploring and using media and materials         Enjoys joining in with dancing and ring games         Sing a few familiar songs         Begin to move rhythmically         Imitates movement in response to music         Taps out simple repeated rhythms         Explores and learns how sound can be changed         Begins to build a repertoire of songs and dances         Explores the different sounds of instruments         Development Statements         Being Imaginative         Uses movement in response to music         Sings to self and makes up simple songs         Makes up rhythms         Bring the Noise planning – Robots         EYES Activities and Games for Teachers         Introduce instruments to the chn. Sit In a circle with the instruments in the middle. Do you know any of these instruments? How would you play it?         Model how to hold and play the different instruments, taking about the different sounds they make. Set rules for care of instruments.         Christmas Songs       Circle activities – Use claves (show them how to hold them correctly) pass around the toy and the child that the toy stops at are asked to play a rhythm or heir claves.         Listen to the BBC Philharmonic Orchestra perform I am a Robot.         Listen to the BBC Philharmonic Orchestra perform I am a Robot.         Listen to the BBC Philharmoxic orcis		Arctic Explorers         CHARANGA Unit Friendship Song (V2)         Performing Focus         NCLO: Use their voices expressively and creatively by singing songs and speaking chants and rhymes.         LO: Sing and chant together in time, keeping a steady pulse.         Chn to learn a variny of songs from different styles/genres         Polar Region Songs on Twinkl         Songs for teaching about the arctic Christmas Songs on Sing Up         Christmas Songs on Sing Up         Christmas Songs on Sing Up         Christmas Songs on Songs on Uninkl         Creating Focus         NCLO: experiment with, create, select and combine sounds using the inter-related dimensions of music.         Lo: Choose sounds to represent different moods.         Create their own arctic adventure song: using a range of sounds, including percussion instruments e.g. tin foil / water drops         Listen to a piece of music by Ludovico Einaudi and comment on it.         Cho to does ther eyes and listen to the music. How does it makes them feel? What instrument is playing? What does the music mean for them?         Elegy for the Arctic by Ludovico Einaudi	Inter-related dimensions of music Pulse Rhythm Pitch Tempo Dynamics Timbre Texture Structure Notation Silence Appraise Lyrics Improvise Ostinato Graphic score Tuned percussion	The Tudors CHARANGA Unit Great Composers Freestyle KS2 Topics (Greensleeves) WCET (Y4) Performing Focus NCLO: Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy. Unercy. control and expression LO: To sing in unison and a round Use Row, Row, Row Your Boat, Frère Jacques and Three Blind Mice – children to sing in unison and a round. Creating Focus NCLO: Improvise and compose music for a range of purposes using inter-related dimensions of music. LO: Compose, rehearse and record a group pice of music. Create own Tudor Lyrics and using a familiar nursery rhyme, put the two together. Alternatively, write own music to accompany lyrics. Listening and notation Focus NCLO: Lyse and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers NCLO: Listen and appraise Greensleeves. Listen to Greensleeves (Charange) and discuss features Additional ideas Exploring Tudor Dance Music Exploring Tudor Musical Instruments Exploring Tudor Songs & Madrigals Exploring a "Tudor-Banquet Concert" EMD Link. The first black person is shown in pictures – playing a trumpet	Inter-related dimensions of music Pulse Rhythm Pitch Tempo Dynamics Timbre Texture Structure Notation Silence Appraise Lyrics improvise Ostinato graphic score Tuned percussion Rests Bar Beats-in-a bar Walk (1 beat) Sleep (2 beats) Running (1/2 beats) Y4 Quavers (1/2 beats) Crotchet (1 beat) Sharp SemiDreve (4 beats) Crotchet t (1 beat rest) Sharp Natural flat Stave/staff Conductor Orchestral families (string, brass, woodwind, percusion) Staccato	WWII           Covered within lessons           NCLO: develop an understanding of the history of music.           NCLO: Use and understand staff and other musical notations           See suggested planning ideas           Performing Focus           NCLO: divelop an understand staff and other musical notations           See suggested planning ideas           Performing Focus           NCLO: listen with attention to detail and recall sounds with increased control.           Learn to sing these songs and perform to a different class or in an class assembly.           We'll Meet Again - Vera Lynn           Run Rabbit Run - Flanagan Allen           (There'll Be Buebinds Over the White Cliffs of Dover - Vera Lynn           (War Music Book           Creating Focus           NCLO: listen duebinds Over the White Cliffs of Dover - Vera Lynn           (War Music Book           Creating Focus           NCLO: Use avideo stimulus to compose + record a piece of WWII music.           Compose and record a piece of music in a group or in class parts, based on conflict using voice, instruments, and ICT (or a combination of) inventively. To extend, creativisual plan of the piece.           Listening and notation Focus           NCLO: Use and understand musical staff notation           NCLO: develop an understand musical staff notation           NCLO: use and understand musical staff notation is r	sequence Inter-related dimensions of music Pulse Rhythm Pitch Tempo Dynamics Jimbre Texture Structure Notation Silence Appraise Lyrics improvise Time signature Clefs (different clefs for different instruments – treble, bass, alto) Rests Repeat signs e Rehearsal marks (figure 1,2 etc) Dynamic Markings (pp.p.m.p.m.f.f.ff) Expression marks (sigato, crescendo/diminuendo)
Spring 1	Paws and claws         CHARANGA Unit         Big Bear Funk (R)         Development Statements         Exploring and using media and materials         Enjoys joining in with dancing and ring games         Sing a few familiar songs         Begin to move rhythmically         Imitates movement in response to music         Taps out simple repeated rhythms         Explores and learns how sound can be changed         Begins to build a repertoire of songs and dances         Explores the different sounds of instruments         Development Statements         Being Imaginative         Uses movement to express feelings         Creates movement to express feelings         Chan walk through the jungle to time to a beat or a song.         Recap name of instruments and the rules for care. Play         hidden instrum		Dangerous Dinosaurs         CHARANGA Unit         In the Groove (Y1)         Performing Focus         NCLO: Use their voices expressively and creatively by singing songs and speaking chants and rhymes.         LO: Sing with accuracy of pitch and with coordinated actions.         Sing Dinosaur songs. Go and perform to another class or perform in a class assembly.         BEC Teach         Lets Pay Kids Music         Twinkl         Creating Focus         NCLO: Experiment with, create, select and combine sounds using the inter-related dimensions of music. – within composition.         LO: Experiment with different types of sound through the use of tuned and untuned instruments.         Storyboard of sounds to match a silent film they watch about dinosaurs         NCLO: Experiment with concentration and understanding to a range of high- quality live and recorded music.         LO: Begin to identify the difference between pulse and rhythm.         Listen to the Jurassic Park Music.         Children to tap the rhythm as they listen – half of the group tap the rhythm, half of the group tap the pulse.         BLM Links- Martin Luther King Day (Jan 20 <sup>m</sup> )/ Stevie changing the words for happy birthday.         Daniel Kidane Black British composer wrote a piece all the Dream Song to underscore MLK I Have a Dream Speech – performed by BAME orchestra.	of music Pulse Rhythm Pitch Tempo Dynamics Timbre Texture Structure Notation Silence Appraise Lyrics improvise Different sounds from different instruments Beat Rhythm Coda Ostinato rondo	Africa         CHARANCA Unit         Let Your Spirt Fly (Y3)         WCET (Y4)         Year 4 Showcase         Visitors - African Drumming         Making African instruments         Also there are 15 basic African drums in school.         Performing Focus         NCLO: Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression         NCLO: Listen with attention to detail and recall sounds with increasing aural memory.         LO: Create and play ostinatos on instruments learnt through body percussion         Chn to learn the 'um-pah' pulse and perform the 'walking juba' section using instruments. Record performances and upload to evidence file.         Creating Focus         NCLO: Improvise and compose music for a range of purposes using inter-related dimensions of music.         NCLO: Improvise and compose music for a range of purposes using inter-related dimensions of music.         NCLO: Improvise and compose music for a range of purposes using inter-related dimensions of music.         NCLO: Improvise and compose music for a range of purposes using aural memory.         LO: cear and invent body percussion ostinatos.         During a traditional jub dance, often all of the music would be created by the dancers performing rhythms on their bodies. Split the circle of chn into four groups and teach each group one of patterns a BBC Ten Pieces.         BBC Ten Pieces Lesson P	Inter-related dimensions of music Pulse Rhythm Pitch Tempo Dynamics Timbre Texture Structure Notation Silence Appraise Lyrics Improvise Ostinato graphic score Tuned percussion Rests Bar Beats-in-a bar Walk (1 beat) Sleep (2 beats) Running (1/2 beats) Y4 Quavers (1/2 beats) Semibreve (4 beats) Crotchet rest (1 beat rest) Sharp Natural flat Stave/staff Conductor	Storms and Shipwrecks         CHARANGA Unit         Livin' On a Prayer (Y5)         Covered within lessons         NCLO: Use and understand staff and other musical notations         Some Suggested Planning – BBC Ten Pieces         Performing Focus         NCLO: Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression         LO: To perform their composition in front of an audience.         Chat to perform their composition in a group/as a class or solo.         Creating Focus         NCLO: improvise and compose music for a range of purposes         using inter-related dimensions of music.         NCLO: Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression         NCLO: Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression         LO: To create a graphic 'storm' score.         Compose a piece of 'storm' music.         BBC Ten Pieces         Listening and notation Focus         NCLO: use and understand staff and other musical notations         LO: To work out how to play simple musical phrases from notation.         Listen to the Titanic theme 'My Heart Will Go On'.         How does the song make you feel? How do you inte	Timbre Texture Structure Notation Silence Appraise Lyrics Improvise Lyrics Improvise Ostinato graphic score Tuned percussion Rests Bar Beats-in-a bar Walk (1 beat) Sleep (2 beats) Running (1/2 beats) Quavers (1/2 beats) Crotchet (1 beat) Minim (2 beats)
Spring 2	Spring watch         Development Statements         Exploring and using media and materials         Enjoys joining in with dancing and ring games         Sing a few familiar songs         Begin to move rhythmically         Imitates movement in response to music         Taps out simple repeated rhythms         Explores and learns how sound can be changed         Begins to build a repertoire of songs and dances         Explores the different sounds of instruments         Development Statements         Being Imaginative         Uses movement to express feelings         Creates movement in response to music         Sings to self and makes up simple songs         Makes up rhythms         EVFS Activities and Games for Teaches         BBC Teach Bring the Noise         Animal Songs         Junkyard orchestra         BLM Link - YolanDa's Bandjam BBC	Instruments Percussion Tuned Beat Pulse rhythm Pitch Tempo Sing Song	Woodland Creatures         CHARANGA Unit         Zootime (Y2)         Minibeasts Freestyle KS1 Topics         Performing Focus         NCLO: Use their voices expressively and creatively by singing songs and speaking chants and rhymes.         LO: To perform in front of an audience.         Chn to perform their compositions.         Creating Focus         NCLO: Experiment with, create, select and combine sounds using the inter-related dimensions of music, – within composition.         Use tuned and untuned instruments         LO: To create a piece of music based on a woodland creature.         Chn to work together to create a piece of music to include repeated patterns (ostinato)         Listening Focus         NCLO: Listen with concentration and understanding to a range of high- quality live and recorded music.         LO: Listen to a piece of music and suggest adjectives to describe how it makes them feel.         Firebird by Stravinsky         BBC Ten Pieces         BLM Link - Forged Sanctuaries – Celebrating Woodland – Johnathan Bailey Holland	Inter- related dimensions of music Pulse Rhythm Pitch Tempo Dynamics Timbre Texture Structure Notation Silence Appraise Lyrics Improvise Ostinato Graphic score Tuned percussion	BLM Link – Florence Price         Virtual Reality         CHARANGA Unit         The Dragon Song (Y3)         WCET (Y4)         Performing Focus         NCLO: Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression         LO: To perform their VR composition to the class and express views.         Chn to perform their compositions and receive feedback for what they did well and improvement they could make.         Creating Focus         NCLO: Improvise and compose music for a range of purposes using inter-related dimensions of music.         NCLO: Listen with attention to detail and recall sounds with increasing aural memory         LO: Compose a piece of music/ soundscape to accompany a video game.         Chn to work together in pairs/ in a small group using the Garage Band app and instruments if the choose, to create a VR piece of music to accompany a video game. Use alongside Discovery Education programme. Record and upload for Music evidence.         Listening and notation Focus         NCLO: Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers NCLO: Use and understand music notation         U: To be inspired by VR performances and gather ideas for own composition         Use the following videos as inspiration for chn to collate ideas for their composition. You tube         Vinneo          BLM Li	Inter-related dimensions of musicPulseRhythmPitchTempoDynamicsTimbreTextureStructureNotationSilenceOstinato graphic scoreTuned percussionRestsBarBeats-in-a barWalk (1 beat)Sleep (2 beats)Running (1/2 beats)Y4Quavers (1/2 beats)Semibreve (4 beats)Crotchet rest (1 beat rest)SharpNaturalflatStave/staffConductorOrchestral families(string, brass, woodwind, percussionStaceatolegatoAppraiseLyricsimprovise	Greeks         CHARANGA Unit         Classroom Jazz 1 (Y5)         Covered within lessons         NCLO: develop an understanding of the history of music.         NCLO: Use and understand staff and other musical notations         Suggested Songs         BBC Teach         Use Heroes of Troy Planning         Ancient Greek Myths Themed Music - TES         Performing Focus         NCLO: Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression         LO: To use a playscript to perform songs from Heroes of Troy.         Use a playscript to perform the songs. Chn to put a mini performance on in front of the class.         Heroes of Troy Playscript         Creating Focus         NCLO: improvise and compose music for a range of purposes using inter-related dimensions of music         LO: Create a graphic score to accompany part of the story or one of the songs learnt.         Chn to create a graphic Score to accompany part of the story.         Teaching Ideas Graphic Score         Listening and notation Focus         NCLO: Appreciate and understand a wide range of high-guality live and recorded music drawn from different traditions and from great composers         LO: Identify and listen attentively to identify unique musical features to justify why it is special.         Listen to some Greek music. Ask q	Structure Notation Silence Appraise Lyrics Improvise Lyrics Improvise Ostinato graphic score Tuned percussion Rests Bar Beats-in-a bar Walk (1 beat) Sleep (2 beats) Running (1/2 beats)
Summer 1	If you go down to the woods today Development Statements Exploring and using media and materials Enjoys joining in with dancing and ring games Sing a few familiar songs Begin to move rhythmically Imitates movement in response to music Taps out simple repeated rhythms Explores and learns how sound can be changed Begins to build a repertoire of songs and dances Explores the different sounds of instruments Development Statements Being Imaginative	Instruments Percussion Tuned Untuned Beat Pulse rhythm Pitch Tempo Sing Song	Roald Dahl         CHARANGA Unit         Hands, Feet, Heart (Y2)         Suggested ideas         Sensory Play Bottles         Performing Focus         NCLO: Use their voices expressively and creatively by singing songs and speaking chants and rhymes.         LO: To sing along to a song.         Chn to learn and sing the George's Marvellous Medicine song You tube         Creating Focus	Inter- related dimensions of music Pulse Rhythm Pitch Tempo Dynamics Timbre Texture Structure Structure Notation Silence Appraise Lyrics	Community Café         CHARANGA Unit         Lean On Me (Y4)         WCET (Y4)         Great Orchestra Experiment (Y4)         Showcase (Y4)         Performing Focus         NCLO: Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression         LO: To sing with confidence to an audience         Perform one of the songs from Alice in Wonderland musical Out of the Ark (resources on shared drive)	Inter-related dimensions of music Pulse Rhythm Pitch Tempo Dynamics Timbre Texture Structure Notation Silence Appraise Lyrics Improvise Ostinato graphic score	Mystic East         Identifying instruments combinations and key features that         give their unique sound.         Covered within lessons         NCLO: develop an understanding of the history of music.         NCLO: Use and understand staff and other musical notations         Performing Focus         NCLO: Play and perform in solo and ensemble contexts,         using their voices and playing musical instruments with         increasing accuracy, fluency, control and expression         LO: to participate in the KS2 production.         Sing/perform in the KS2 Production.         And/or         LO: To learn about the pentatonic scale	Rhythm Pitch Tempo Dynamics

	Uses movement to express feelings		NCLO: Experiment with, create, select and combine sounds using	improvise	Creating Focus	Tuned percussion	Research the pentatonic scale and present your findings	Improvise
	Creates movement in response to music		the inter-related dimensions of music. – within composition.	Ostinato	NCLO: Improvise and compose music for a range of purposes using inter-related	Rests	in ppt, word processed or poster.	
	Sings to self and makes up simple songs		LO: To create own words to a song.	Graphic score	dimensions of music.	Bar	See resources on TES <u>here</u>	Ostinato graphic score
	Makes up rhythms		Chn to use own key words to create song using different vocal effects	Tuned percussion	NCLO: Play and perform in solo and ensemble contexts, using their voices and	Beats-in-a bar		Tuned percussion
			You tube	Diminuendo	playing musical instruments with increasing accuracy, fluency, control and	Walk (1 beat)	Creating Focus	Rests
	EYFS Activities and Games for Teaches		Use the voice to create effects linked to chewing	crescendo	expression	Sleep (2 beats)	NCLO: improvise and compose music for a range of purposes	
	BBC Teach – Bring the Noise		sweets, mmmm, ttt, fizz, hiss, pop, crescendo and diminuendo moving		NCLO: Listen with attention to detail and recall sounds with increasing memory	Running (1/2 beats)	using inter-related dimensions of music	Beats-in-a bar
			the body as they use their voice; a class ensemble or group work;		LO: To compose a simple song/piece of music		LO: to create a piece of music as a class.	Walk (1 beat)
	Teddy Bears' Picnic Song		creating a musical work with their own graphic notation the class can		Chn to compose a simple song/piece of music to play in the background of the	Y4	Create a piece of music for the Parent Celebration Festival	Sleep (2 beats)
	You tube		understand and follow		café (parent engagement)	Quavers (1/2 beats)	(to play in the background)	Running (1/2 beats)
	Sing the song and encourage exploration of tiny detail,					Crotchet (1 beat)	Consider structure and using repeated phases.	Quavers (1/2 beats)
	from the various actions of the bears to the minibeasts				Listening and notation Focus	Minim (2 beats)		Crotchet (1 beat)
	going about their daily life		Listening Focus		NCLO: Appreciate and understand a wide range of high-quality live and recorded	Semibreve (4 beats)	Listening and notation Focus	Minim (2 beats)
	See planning idea + poster		NCLO: listen with concentration and understanding to a range of high-		music drawn from different traditions and from great composers	Crotchet rest (1 beat rest)	NCLO: Appreciate and understand a wide range of high-	Semibreve (4 beats)
			quality live and recorded music.		NCLO: Use and understand music notation	Sharp	quality live and recorded music drawn from different	Crotchet rest (1 beat rest)
	Goldilocks and the Three Bears Activity – sing with		LO: Listen to soundtrack and discuss.		NCLO: Develop and understanding of the history of music.	Natural	traditions and from great composers	Sharp
	actions		Listen to the soundtrack to BFG and discuss.		LO: Listen and compare two film soundtracks.	flat	LO: Listen, understand and evaluate traditional songs from	
	Goldilocks and the Three Bears		Listen to the sound dok to bro und discuss.		•	Stave/staff	Ancient Cultures.	flat
	Contraction and the three bears		BLM Links - Dahl visited Narobi visit – appraise some traditional or		Listen to and compare the soundtracks from the original 1951 Disney film You tube and the 2010 film You Tube			
	Read a story. Chn choose their instrument for a		modern music from Kenya.		tube and the 2010 film <u>You Tube</u>	Conductor	Listen, understand and evaluate traditional songs from	Stave/staff
	character and each time the character is mentioned in		modern music nom kenya.			Orchestral families	Ancient cultures.	Conductor
					have composed.	(string, brass, woodwind, percussion)		Orchestral families
	the story, they play their instrument.					Staccato	BLM Links – Research Eastern composers – past and	(string, brass, woodwind, percussion)
					BLM Links - What is our community? Research some of the musical sounds and	Legato	present. Eg. Ravi Shanker uses a sitar	Staccato
					the nationalities we represent.		https://www.bbc.co.uk/teach/ten-pieces/classical-music-	Legato
	Walk the Plank	Instruments			The Romans	Inter-related dimensions of music	<mark>ravi-shankar-symphony-finale/znk8bdm</mark>	Chords
		Percussion				Pulse		Accompany
	Development Statements	Tuned			CHARANGA Unit	Rhythm		Chant
								Sample
	Exploring and using media and materials	Untuned			Celt and Romans – Freestyle KS2 Topics	Pitch		Loop
	Enjoys joining in with dancing and ring games	Beat				Tempo		sequence
	Sing a few familiar songs	Pulse			Suggested planning ideas	Dynamics		sequence
	Begin to move rhythmically	rhythm			BBC Teach – Rocking Romans	Timbre		
	Imitates movement in response to music	Pitch			BBC Teach – Roman Songs	Texture		
	Taps out simple repeated rhythms	Tempo				Structure		
	Explores and learns how sound can be changed	Sing			WCET (Y4)	Notation		
		Song				Silence		
	Begins to build a repertoire of songs and dances	U			Performing Focus			
	Explores the different sounds of instruments				NCLO: Play and perform in solo and ensemble contexts, using their voices and	Appraise		
					playing musical instruments with increasing accuracy, fluency, control and	Lyrics		
	Development Statements				expression	Improvise		
	Being Imaginative				LO: To perform using a mix of voices and instruments, and body percussion.	Ostinato graphic score		
	Uses movement to express feelings				Learn and perform some of the songs from			
					BBC Teach – Roman Songs	Tuned percussion		
	Creates movement in response to music				DDC reach - Roman Songs	Rests		
	Sings to self and makes up simple songs				Creating Focus	Bar		
Summer 2	2 Makes up rhythms				Creating Focus	Beats-in-a bar		
Sammer					NCLO: Improvise and compose music for a range of purposes using inter-related	Walk (1 beat)		
	EYFS Activities and Games for Teaches				dimensions of music.	Sleep (2 beats)		
	BBC Teach – Bring the Noise				LO: To compose a simple fanfare	Running (1/2 beats)		
					Use 'Signals' from <u>BBC Teach</u> chn to create a fanfare.			
	Use the <i>pulse</i> as a way to walk the plank.					Y4		
					Listening and notation Focus	Quavers (1/2 beats)		
					NCLO: Appreciate and understand a wide range of high-quality live and recorded	Crotchet (1 beat)		
					music drawn from different traditions and from great composers	Minim (2 beats)		
					Play and perform in solo and ensemble contexts, using their voices and playing	Semibreve (4 beats)		
					NCLO: Use and understand music notation	Crotchet rest (1 beat rest)		
					LO: To listen and respond emotively to music.	Sharp		
					Con to instell and respond emotivery to music.	Natural		
					Chn to listen to Hans Zimmer's 'Gladiator' soundtrack and discuss how the music			
					creates mood. Would Romans have had the same instruments as	Stave/staff		
					today? Adjectives to describe what they think is happening alongside the	Conductor		
						Orchestral families		
					make you think this?	(string, brass, woodwind, percussion)		
						Staccato		
					BLM Link – find an orchestral performance of 'The Gladiator' to include black	legato		
					people.			

## Subject Pathway – Music – Cycle B

Cvcle	Cycle B EYFS		Year 1 & 2		Year 3 & 4		Year 5 & 6	
Autum	Express Yourself         CHARANGA Unit         MEI         Development Statements         Enjoys joining in with dancing and ring games         Sing a few familiar songs         Begin to move rhythmically         Imitates movement in response to music         Taps out simple repeated rhythms         Explores and learns how sound can be changed         Begins to build a repertoire of songs and dances         Explores the different sounds of instruments         Development Statements         Being Imaginative         Uses movement in response to music         Sings to self and makes up simple songs         Makes up rhythms         VFS Activities and Games for Teaches         BBC Teach – Bring the Noise         Singing and exploring body percussion to explore feelings and moving to the beat/pulse. Call and response activities to get children to learn about rhythm, rhyme and pulse. Promot self-confidence, self-esteem and making relationships.         BLM Links – Sounds from the children's cultures,		Telling Tales         Performing Focus         NCLO: use their voices expressively and creatively by singing songs and speaking chants and rhymes.         LO: To learn and perform Jack and The Beanstalk         BBC Teach School Radio Jack and the Beanstalk         Chn learn to sing and perform the Song (or another of your choice)         Creating Focus         NCLO: experiment with, create, select and combine sounds using the inter-related dimensions of music.         Play tuned and untuned instruments         LO: To compose sounds to an animation         Chn watch the Gingerbread Man Song video (or another animation of your choice linked to English) with NO SOUND. For each part of the clip, encourage the chn to create a suitable sound for each action.         Listening Focus         Listen with concentration and understanding to a range of high- quality live and recorded music.         LO: To listen to the orchestral film music. For example, Enchanted, Peter Pan, Tangled         Comment on how it makes them feel, draw pictures – talk about where the music gets loud, quiet, faster, slower etc. Research and talk about the composers. Learn the songs         Resources         Twinkl Songs and Nursery Rhymes         Out of the Ark Song and Story         BBC Teach School Radio Jack and the Beanstalk         The Gingerbread Man Song         Disney Film Soundtracks Enchanted, Peter Pan, Tangled The Princess and the Frog         BLM Links – Make music t		Incredible Inventions CHARANGA Unit Stop! (Y4) WCET (Y4) Performing Focus NCLO: Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression LO: To sing a song in two parts with confidence and increasing pitch accuracy. Chn to learn a song such as this Link to inventions if possible. Creating Focus NCLO: Improvise and compose music for a range of purposes using inter-related dimensions of music. LO: To compose piece of music to accompany the action in a film clip. Choose a clip from Big Hero 6 (or another film like Cloudy with a Chance of Meatballs, Back to the Future) and play this to the chn with no sound. Chn to compose a piece of music to accompany the clip. Allow them to chose their instruments. Record and upload for evidence. Listening and notation Focus NCLO: Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers NCLO: To develop an understanding of the history of music, LO: To research the history of a composer Listen to Back to the Future soundtrack and research the composer - Alan Silvestri, famous for composing soundtracks to Forrest Gump, The Avengers, Captain America, the Polar Express, Who Framed Roger Rabbit etc. Classic FM BLM Link – The Black History 'It's Yours' on Youtube (rap) https://www.youtube.com/watch?v=fimXsRftXxny	Notation Silence Appraise Lyrics Improvise Ostinato graphic score Tuned percussion Rests Bar Beats-in-a bar Walk (1 beat) Sleep (2 beats) Running (1/2 beats) Y4 Quavers (1/2 beats) Y4 Quavers (1/2 beats) Crotchet (1 beat) Minim (2 beats) Semibreve (4 beats) Crotchet rest (1 beat rest) Sharp Natural flat Stave/staff	Planet Earth         CHARANGA Units         The Fresh Prince of Bel-Air (Y5)         Around the World – Freestyle KS2 Topics         Covered within lessons         NCLO: develop an understanding of the history of music.         NCLO: Use and understand staff and other musical notations         Performing Focus         NCLO: Play and perform in solo and ensemble contexts, using their voices and plaving musical instruments with increasing accuracy, fluency, control and expression         LO: To perform motifs in front of the class.         Chn to perform their motifs in front of the class. Audience to provide feedback on what they liked and how to improve.         Creating Focus         NCLOS: Listen with attention to detail and recall sounds with increasing aural memory. Improvise and compose music for a range of purposes using the interrelated dimensions of music         LO: To create a musical motifs inspired by Earth and structure these into a piece.         Chn to work together to compose a motif (a very short musical 'idea' - often just a sound or a rhythm ) using different instruments.         (following appraising)         Listening and notation Focus         NCLO: To develop an understanding of the history of music, LO: Listen to Earth's Greatest Spectacles and discuss musical features and instruments.         Listen to Earth's Greatest Spectacles and discuss musical features and instruments.         Listen to the 'Music for the Series' to Earth's Greatest Spectacles and appraise.	Inter-related dimensions of musicPulseRhythmPitchTempoDynamicsTimbreTextureStructureNotationSilenceAppraiseLyricsimproviseMotifStructureLyricsImproviseOstinato graphic scoreTuned percussionRestsBarBeats-in-a barWalk (1 beat)Sleep (2 beats)Running (1/2 beats)Quavers (1/2 beats)Crotchet rest (1 beat rest)SharpNaturalflatStave/staffConductorOrchestral families(string, brass, woodwind, percussion)StaceatoLegatoChordsAccompanyChantSampleLoopSequerce
Autumi	Whizz, Bang, ColourDevelopment StatementsExploring and using media and materialsEnjoys joining in with dancing and ring gamesSing a few familiar songsBegin to move rhythmicallyImitates movement in response to musicTaps out simple repeated rhythmsExplores and learns how sound can be changedBegins to build a repertoire of songs and dancesExplores the different sounds of instrumentsDevelopment StatementsBeing ImaginativeUses movement to express feelings Creates movement in response to musicSings to self and makes up simple songs Makes up rhythmsEVFS Activities and Games for TeachesBBC Teach – Bring the NoiseCreate a 'monster' piece of music using instruments.Play instruments alongside a firework display on the screen.	Instruments Percussion Tuned Untuned Beat Pulse rhythm Pitch Tempo Sing Song	Let's Explore         CHARANGA UNIT         Rhythm in the Way         Performing Focus         NCLO: use their voices expressively and creatively by singing songs and speaking chants and rhymes.         LO: To participate in the Christmas nativity         Chn learn the words to the songs for their nativity.         Creating Focus         NCLO: experiment with, create, select and combine sounds using the inter-related dimensions of music.         Play tuned and untuned instruments         LO: To begin to create rhythms and sounds using ICT         Chn to create loops or a piece of music using an app such as Loopseque Kids or Garage Band.         Listening Focus         Listen with concentration and understanding to a range of high- guality live and recorded music.         LO: To listen to a piece of music and move in time to the pulse.         Chn to listen to The Nutcracker – Waltz of the Flowers         - Tchaikovsky (1800) (BBC Ten Pieces)         BBC Ten Pieces – The Nutcracker         and learn about the composercreate a dance to it to show they can keep to the pulse. Discuss instruments.         Lesson plans –         BBC Ten Pieces Lesson Plan	Inter- related dimensions of music Pulse Rhythm Pitch Tempo Dynamics Timbre Texture Structure Notation Silence Appraise Lyrics Improvise Ostinato Graphic score Tuned percussion	Mamma Mia (Y4)         WCET (Y4)         Rock n' roll music         Performing Focus         NCLO: Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression         LO: To learn to sing and play Hound Dog' (on a tuned instrument)         Chn to learn and perform Hound Dog.         Rock n Rock Resource pack - TES         Creating Focus         NCLO: Improvise and compose music for a range of purposes using inter-related dimensions of music.         LO: To create a 'musical riff' (a short repeated phrase)         Chn to compose a musical riff in small groups. They could be put together as a class, played one after the other.         Listening and notation Focus         NCLO: Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers         NCLO: Develop and understanding of the history of music.         LO: To research the Rock 'n' Roll style of music         Listen to the clip and discuss the history and style of music.         LO: To research the Rock 'n' Roll style of music         Listen to the clip and discuss the history and style of music.         BC Bitesize 1         BBC Bitesize 2	Inter-related dimensions of music Pulse Rhythm Pitch Tempo Dynamics Timbre Texture Structure Notation Silence Appraise Lyrics Improvise Ostinato graphic score Tuned percussion Rests Bar Beats-in-a bar Walk (1 beat) Sleep (2 beats) Running (1/2 beats) Semibreve (4 beats) Crotchet rest (1 beat rest) Sharp Natural flat Stave/staff Conductor Orchestral families (string, brass, woodwind, percussion Staccato legato	Victorians         Covered within lessons         NCLO: develop an understanding of the history of music.         NCLO: Use and understand staff and other musical notations         Suggested Planning Ideas         BBC Teach – Victorians         CHARANGA Unit         A New Year Carol (Y6)         Performing Focus         NCLO: Play and perform in solo and ensemble contexts, using their voices and plaving musical instruments with increasing accuracy, fluency, control and expression.         LO: To learn a Victorian song.         Learn the Victorian Song.         You tube         Creating Focus         NCLO: Improvise and compose music for a range of purposes using inter-related dimensions of music.         NCLO: Play and perform in solo and ensemble contexts, using their voices and plaving musical instruments with increasing accuracy, fluency, control and expression.         LO: To compose a simple Victorian Street Cry         Ch to compose a Victorian Street Cry.         Show chn some example from the film Oliver – Who Will Buy?         Support:         Victorian Music         Listening and notation Focus         NCLO: Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from on precat composers and musicians.         D: Listen and appraise a Victorian piece of music         Listen to BBC School Radio Music E	sequence Inter-related dimensions of music Pulse Rhythm Pitch Tempo Dynamics Timbre Texture Structure Notation Silence Appraise Lyrics improvise
Spring	Passport to the worldCHARANGA Unit - Our worldDevelopment StatementsExploring and using media and materialsEnjoys joining in with dancing and ring gamesSing a few familiar songsBegin to move rhythmicallyImitates movement in response to musicTaps out simple repeated rhythmsExplores and learns how sound can be changedBegins to build a repertoire of songs and dancesExplores the different sounds of instrumentsDevelopment StatementsBeing ImaginativeUses movement to express feelingsCreates movement in response to musicSings to self and makes up simple songsMakes up rhythmsEVFS Activities and Games for TeachesBBC Teach bring the NoiseAfrican Drumming - set of basic 15 African Drums in schoolBitesizeListen to music of different styles and from different cultures.Use instruments and discuss how they are made and where they originate.BLM Link - African Drumming	Instruments Percussion Tuned Untuned Beat Pulse rhythm Pitch Tempo Sing Song Song	Fire Fire! CHARANGA Unit Hey You! (rap) Suggested Planning ideas Hamilton Trust BBC Teach – School Radio BBC Teach – School Radio – Notes Performing Focus NCLO: use their voices expressively and creatively by singing songs and speaking chants and rhymes. LO: To sing with clear diction and coordinated actions. Chn learn to sing London's burning with some actions. BBC Teach – School Radio – London's Burning Twinkl Resource And/or LO: To sing in a round Sing London's Burning in a round. Creating Focus NCLO: experiment with, create, select and combine sounds using the inter-related dimensions of music. Play tuned and untuned instruments LO: To explore sounds and organise musical ideas into a composition of music (and dance) Show a video of fire burning. Chn to compose a piece to the video and/or LO: Create a musical diary of the Great Fire of London Chn to create ideas for a musical diary. Musical Diary Listen with concentration and understanding to a range of high- quality live and recorded music. LO: To distinguish aurally between pieces of music from different times, places and traditions. Choose a piece of music from here Chn to listen carefully and begin to identify things like tempo, dynamics and pitch. Can they comment on the type of music they are listening to? BLM Link - BBC Ten Pieces – Laura Mvula - acapella, gospel, jazz	Inter- related dimensions of music Pulse Rhythm Pitch Tempo Dynamics Timbre Texture Structure Structure Notation Silence Appraise Lyrics Improvise Ostinato Graphic score Tuned percussion	CHARANGA Unit Oceans, Rivers and Seas –Freestyle KS2 Topics WCET (Y4) Great Orchestra Experiment (Y4) Showcase (Y4) Performing Focus NCLO: Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression LO: To sing confidently as part of a group being aware of posture and good diction. (in a round) Learn to sing and perform this song about a volcano. Extend to singing in a round if children are confident. Sing Up Song Creating Focus NCLO: Improvise and compose music for a range of purposes using inter-related dimensions of music. LO: To create a Natural disaster composition. Using tuned and untuned instruments or music ICT, chn to create musical ideas to accompany a natural disaster story. Think about musical structure and the interrelated dimensions of music. Listening and notation Focus NCLO: Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers NCLO: Use and understand music notation LO: Listen to Hans Zimmer's 'Earth' and represent their interpretation of the music by drawing. Listen to Hans Zimmer's 'Earth' on BBC Ten pieces. BBC Ten Pieces	Inter-related dimensions of music Pulse Rhythm Pitch Tempo Dynamics Timbre Texture Structure Notation Silence Appraise Lyrics Improvise Ostinato graphic score Tuned percussion Rests Bar Beats-in-a bar Walk (1 beat) Sleep (2 beats) Running (1/2 beats) Y4 Quavers (1/2 beats) Crotchet (1 beat) Minim (2 beats) Semibreve (4 beats) Crotchet rest (1 beat rest) Sharp Natural flat Stave/staff Conductor Orchestral families (string, brass, woodwind, percussion Staccato legato	Bodies         CHARANGA Unit         Bodies (Y6)         Staying Healthy – Freestyle K52 Topics         Covered within lessons         NCLO: develop an understanding of the history of music.         NCLO: Use and understand staff and other musical notations         Performing Focus         NCLO: Play and perform in solo and ensemble contexts, using voices and playing musical instruments with increasing accuracy, fluency, control and expression         LO: Incorporate body percussion into a performance.         Chn to perform a piece of music using a range of instruments, including voice, as well as ICT and incorporate their body percussion creations into the performance.         Creating Focus         NCLO: Improvise and compose music for a range of purposes using the interrelated dimensions of music.         LO: To create a body percussion piece as a group or class.         Use body percussion to create music.         For examples and inspiration look here         Listening and notation Focus         NCLO: Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musiclans.         LO: To listen to, watch and discuss 'Connect It' by Anna Meredith         Use Body percussion the pupils which parts of the body are being used to create the sounds that they are hearing? Can they demonstrate these sounds?         BBC Programmes         Lesson Resources,	Crotchet rest (1 beat rest) Sharp Natural flat Stave/staff Conductor Orchestral families (string, brass, woodwind, percussion) Staccato Legato Chords Accompany Chant Sample Loop
Spring :	Favourite Stories         CHARANGA Unit         Our Stories         Development Statements         Exploring and using media and materials         Enjoys joining in with dancing and ring games         Sing a few familiar songs         Begin to move rhythmically         Imitates movement in response to music         Taps out simple repeated rhythms         Explores and learns how sound can be changed         Begins to build a repertoire of songs and dances         Explores the different sounds of instruments         Development Statements         Being Imaginative         Uses movement to express feelings         Creates movement in response to music         Sings to self and makes up simple songs         Makes up rhythms         EYFS Activities and Games for Teaches         BBC Teach – Bring the Noise         Share some favourite stories. Chn to choose instruments for each character and play them when they hear it read out.	Instruments Percussion Tuned Untuned Beat Pulse rhythm Pitch Tempo Sing Song	Home Sweet Home CHARANGA Unit         Rhythm in the Way We Walk and Banana Rap (Y1)         Performing Focus         NCLO: use their voices expressively and creatively by singing songs and speaking chants and rhymes.         LO: To sing a song together with accuracy of breathing and pitch.         Learn to sing ' Song for Every Season' (this will need to be purchased – please ask AD if needed)         Creating Focus         NCLO: experiment with, create, select and combine sounds using the inter-related dimensions of music.         Play tuned and untuned instruments         LO: To create a piece of music to accompany a story.         Pick out key words in the book 'George and the Dragon' and use instruments to create a piece of music. Play the instruments or the key words as the story is being read.         Listening Focus         Listen with concentration and understanding to a range of high- quality live and recorded music.         LO: To listen calmly to a piece of music and compare pieces of music.         Listen to the pieces of music and compare. Would do you imagine when you listen to them? What is similar? What is different?         (Link to science)         The Four Seasons by Vivaldi (Winter) BBC Ten Pieces	Graphic score	S         CHARANGA UNIT         Ancient Egypt – Freestyle KS2 Topics         WCET (Y4)         Performing Focus         NCLO: Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression         LO: To sing with an awareness of breathing and musical expression.         Ch learn to sing an Egyptian Song         Out of the Ark         (Resources on shared drive) or         The Mummy Rag         Sing Up         or another of teacher's choice.         Creating Focus         NCLO: Improvise and compose music for a range of purposes using inter-related dimensions of music.         NCLO: Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.         LO: To create a ceremonial rhythmic piece to honour the Gods.         Discuss (a recap from a topic lesson) the array of Gods and Goddesses worshipped by the Ancient Egyptians and why each was worshipped. Decide which God you are going to honour and why! Eg Ra – The Sun God. Brainstorm powerful words and phrases	Silence Appraise Lyrics Improvise Ostinato graphic score Tuned percussion Rests Bar Beats-in-a bar Walk (1 beat) Sleep (2 beats) Running (1/2 beats) Y4 Quavers (1/2 beats) Crotchet (1 beat) Minim (2 beats) Semibreve (4 beats)	Vikings         CHARANGA Units         You've Got a Friend (Y6)         Vikings - Freestyle Unit KS2 Topics         Covered within lessons         NCLO: develop an understanding of the history of music.         NCLO: Use and understand staff and other musical notations         Suggested planning ideas         BBC Programmes – Viking Saga Songs         BBC Programmes – Viking Saga Songs         BBC Teach – School Radio         Performing Focus         NCLO: Play and perform in solo and ensemble contexts, using voices and playing musical instruments with increasing accuracy, fluency, control and expression         LO: To sing in harmony.         Use SingUp – Learn Viking Rock Song in parts as a class and/or for an assembly         Sing Up         Or Viking Saga Song         BBC Teach – School Radio         Creating Focus         NCLO: Improvise and compose music for a range of purposes using the interrelated dimensions of music.         NCLO: Improvise and compose music for a range of purposes using the interrelated dimensions of music.         LO: Use word rhythms to create a Viking Chant.         Starting point – show Iceland's Viking thunder clap Ideas Here	Inter-related dimensions of music Pulse Rhythm Pitch Tempo Dynamics Timbre Texture Structure Notation Silence Appraise Lyrics improvise Chant Conductor Lyrics Improvise Ostinato graphic score Tuned percussion Rests Bar Beats-in-a bar Walk (1 beat) Sleep (2 beats) Running (1/2 beats) Quavers (1/2 beats) Crotchet (1 beat)

					that could be used in association. In pairs, chn to create a short	Sharp		Minim (2 beats)
			The Four Seasons by Vivaldi (Summer) You Tube BLM Links – Gospel song tradition.		sentence to phrase. See planning here Listening and notation Focus NCLO: Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers NCLO: Use and understand music notation LO: To listen to a piece of Egyptian inspired music and form relating questions. Listen to a piece of Egyptian inspired music. Chn to write down questions about the piece that they would ask a partner. Eg. What instruments do you think are playing? What do you like/dislike about the music? What would Egyptian music have been composed for? Additional Ideas Exploring Dynamics through Pyramids Exploring Dynamics Musical Symbols Exploring Dynamics & Textural Pyramids Exploring the Harmonic Minor Scale Class Performance & Exploring Egyptian-inspired Music	Natural flat Stave/staff Conductor Orchestral families (string, brass, woodwind, percussion Staccato legato	Listening and notation Focus <u>NCLO: Use and understand musical notation.</u> LO: Be able to follow simple sheet music for a song or instrumental piece. Chn to follow simple sheet music. Identify when the music ) changes pitch as well as dynamics etc. Use Viking Rock or the song from the pdf above or another of your choice.	Semibreve (4 beats) Crotchet rest (1 beat rest) Sharp Natural flat Stave/staff Conductor Orchestral families (string, brass, woodwind, percussion) Staccato Legato Chords Accompany Chant Sample Loop sequence
Summer 1	Let's Play Development Statements Exploring and using media and materials Enjoys joining in with dancing and ring games Sing a few familiar songs Begin to move rhythmically Imitates movement in response to music Taps out simple repeated rhythms Explores and learns how sound can be changed Begins to build a repertoire of songs and dances Explores the different sounds of instruments Development Statements Being Imaginative Uses movement in response to music Sings to self and makes up simple songs Makes up rhythms Dinosaurs ideas and planning Compose a class 'spy' theme using instruments and ICT.	Instruments Percussion Tuned Untuned Beat Pulse rhythm Pitch Tempo Sing Song	inside Out CHARANGA Unit Your Imagination (Y1) Performing Focus NCLO: use their voices expressively and creatively by singing songs and speaking chants and rhymes. LO: Perform a songs in front of an audience. Chn to perform a song from the film 'Inside Out' https://www.youtube.com/watch?v=N24Ja3opZBo And/or Perform their composition to accompany the film Or sing the healthy song You tube Creating Focus NCLO: experiment with, create, select and combine sounds using the inter-related dimensions of music. Play tuned and untuned instruments. LO: To create a piece of music to a film. Choose a clip from the film 'Inside Out' and show it without the sound. Chn to use tuned and untuned instruments to create a piece of music of their own, in groups or as a class. Listening Focus NCLO:Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers LO: Listen to the 'Flower Duet' and respond by moving. Chn to grow from a seed to a plant/flower. Discuss to the piece of music. (linked to science) You tube	Inter- related dimensions of music Pulse Rhythm Pitch Tempo Dynamics Timbre Texture Structure Notation Silence Appraise Lyrics Improvise Ostinato Graphic score Tuned percussion	Bringing Us Together (Y3) WCET (Y4) Performing Focus NCLO: Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression LO: To begin to follow a conductor. Choose one pupil to be a conductor. Decide on some hand signals to use to demonstrate start, stop, carry on, louder, quieter and so on. Chn perform a song or a composition of their own. Creating Focus - LOTC NCLO: Listen with attention to detail and recall sounds with increasing aural memory LO: To collect hometown sounds from a soundwalk to create a soundscape. Chn to go on a walk near school (ideally in a sound- rich environment). Chn to keep a record of the sounds they hear. They will need about 5. Back in the classroom write all of the different sounds collected. Describe the sounds – long, short, high, low, loud, quiet etc. Challenge each group to find a ay of representing their chosen sound using either their voices, instruments or ICT. BBC Ten Pieces Planning Listening and notation Focus	Inter-related dimensions of musicPulseRhythmPitchTempoDynamicsTimbreTextureStructureNotationSilenceAppraiseLyricsimproviseOstinato graphic scoreTuned percussionRestsBarBeats-in-a barWalk (1 beat)Sleep (2 beats)Running (1/2 beats)Y4Quavers (1/2 beats)Crotchet (1 beat)Minim (2 beats)Semibreve (4 beats)Crotchet rest (1 beat rest)SharpNaturalflat	Mexico and South America         Covered within lessons         NCLO: develop an understanding of the history of music.         NCLO: Use and understand staff and other musical notations         Performing Focus         NCLO: Play and perform in solo and ensemble contexts, using voices and playing musical instruments with increasing accuracy, fluency, control and expression         LO: Sing songs and play pieces from a variety of different countries and traditions.         Chn to learn song and use instruments to play along with it.         Sing Up – Maya Song         Creating Focus         NCLO: Improvise and compose music for a range of purposes using inter-related dimensions of music.         NCLO: Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.         LO: To compose a simple soundtrack         Choose and watch a clip from the film Coco in silence. Chn to compose a piece of music with Spanish/Mexican ideas.         Listening and notation Focus         NCLO: listen with attention to detail and recall sounds with increasing aural memory         NCLO: develop an understand a wide range of high-quality live and recorded music drawn from different tradition and from great composers and musicians         NCLO: develop an understand a by music         Listen to thetior Villa-Lobos – Bachianas brasileiras No. 2, The Little	Lyrics Improvise Ostinato graphic score Tuned percussion Rests Bar Beats-in-a bar Walk (1 beat) Sleep (2 beats) Running (1/2 beats) Quavers (1/2 beats) Crotchet (1 beat) Minim (2 beats) Semibreve (4 beats) Crotchet rest (1 beat rest) Sharp Natural flat Stave/staff Conductor Orchestral families (string, brass, woodwind, percussion) Staccato Legato Chords Accompany Chant Sample Loop sequence
Summer 2	Down at the bottom of the garden         Development Statements         Exploring and using media and materials         Enjoys joining in with dancing and ring games         Sing a few familiar songs         Begin to move rhythmically         Imitates movement in response to music         Taps out simple repeated rhythms         Explores and learns how sound can be changed         Begins to build a repertoire of songs and dances         Explores the different sounds of instruments         Development Statements         Being Imaginative         Uses movement to express feelings         Creates movement to express feelings         Creates movement to response to music         Sings to self and makes up simple songs         Makes up rhythms         EYFS Activities and Games for Teaches         BBC Teach – Bring the Noise         Caterpillar Rap         Twinkl Caterpillar song         Flight of the Bumble Bee – Rimsky Korsakov         You Tube         Chn listen to classical pieces of music inspired by         butterflies. Chn to respond through movement.         Inspiration!         Planning         Hamilton Trust         Use Larks Ascending at BBC Ten Pieces to form a plan         BBC Ten Pieces <t< td=""><td>Instruments Percussion Tuned Untuned Beat Pulse rhythm Pitch Tempo Sing Song</td><td>Caribbean Carnival CHARANGA Unit         I Wanna play in a Band (Yr 2)         Calypso Music         Where does Calypso music come from? What was the main influence of this style of music?         Performing Focus         NCLO: use their voices expressively and creatively by singing songs and speaking chants and rhymes.         LO: To perform a calypso to an audience.         Chn to learn and sing a selection of songs from the culture.         Suggested songs         Yellow Bird         Brown Girl in the Ring         The Rivers of Babylon         Island in the Sun         Kingston Town         Jamaica Farewell         Creating Focus         NCLO: experiment with, create, select and combine sounds using the inter-related dimensions of music.         NCLO: Play tuned and untuned instruments         LO: To create a piece of music using elements of he calypso style. Chn to use elements of the calypso style to create a piece of music.         NCLO: Listen with concentration and understanding to a range of high-quality live and recorded music.         LO: To distinguish between pieces of music from different times, places and traditions.         Listen to different songs (suggested in the performing focus). Ask a variety of questions based on the songs. What instruments can they hear? Can they talk about the inter-related dimensions of music?         BLM Link – Calypso Music – study Bob Marley's music    <td>Inter- related dimensions of music Pulse Rhythm Pitch Tempo Dynamics Timbre Texture Structure Notation Silence Appraise Lyrics improvise Syncopation Beat Rhythm Steel Pan Drums Ostinato Graphic score Tuned percussion</td><td>LO: To listen with concentration to inspire imagination. Listen to BBC Ten pieces 'No Place Like' by Kerry Andrew BBC Ten Pieces Did you like the film? Did you notice the different types of</td><td>Stave/staff Conductor Orchestral families (string, brass, woodwind, percussion Staccato legato</td><td>Train of the Caipira (finale) <u>BBC Ten Pieces</u> Or another piece of your choosing linked to Mexico or South America BLM Links – Collection of Music El Condor Pasa created by Daniel Robles as a summary of Peruvian musical history.</td><td></td></td></t<>	Instruments Percussion Tuned Untuned Beat Pulse rhythm Pitch Tempo Sing Song	Caribbean Carnival CHARANGA Unit         I Wanna play in a Band (Yr 2)         Calypso Music         Where does Calypso music come from? What was the main influence of this style of music?         Performing Focus         NCLO: use their voices expressively and creatively by singing songs and speaking chants and rhymes.         LO: To perform a calypso to an audience.         Chn to learn and sing a selection of songs from the culture.         Suggested songs         Yellow Bird         Brown Girl in the Ring         The Rivers of Babylon         Island in the Sun         Kingston Town         Jamaica Farewell         Creating Focus         NCLO: experiment with, create, select and combine sounds using the inter-related dimensions of music.         NCLO: Play tuned and untuned instruments         LO: To create a piece of music using elements of he calypso style. Chn to use elements of the calypso style to create a piece of music.         NCLO: Listen with concentration and understanding to a range of high-quality live and recorded music.         LO: To distinguish between pieces of music from different times, places and traditions.         Listen to different songs (suggested in the performing focus). Ask a variety of questions based on the songs. What instruments can they hear? Can they talk about the inter-related dimensions of music?         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Did you notice the different types of</td> <td>Stave/staff Conductor Orchestral families (string, brass, woodwind, percussion Staccato legato</td> <td>Train of the Caipira (finale) <u>BBC Ten Pieces</u> Or another piece of your choosing linked to Mexico or South America BLM Links – Collection of Music El Condor Pasa created by Daniel Robles as a summary of Peruvian musical history.</td> <td></td>	Inter- related dimensions of music Pulse Rhythm Pitch Tempo Dynamics Timbre Texture Structure Notation Silence Appraise Lyrics improvise Syncopation Beat Rhythm Steel Pan Drums Ostinato Graphic score Tuned percussion	LO: To listen with concentration to inspire imagination. Listen to BBC Ten pieces 'No Place Like' by Kerry Andrew BBC Ten Pieces Did you like the film? Did you notice the different types of	Stave/staff Conductor Orchestral families (string, brass, woodwind, percussion Staccato legato	Train of the Caipira (finale) <u>BBC Ten Pieces</u> Or another piece of your choosing linked to Mexico or South America BLM Links – Collection of Music El Condor Pasa created by Daniel Robles as a summary of Peruvian musical history.	