**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 F1  Children 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. |
| F2  Children 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 Fingers  Listen 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 instrumental  part.  > Record the performance to talk about. |
|  | Unit 2  My 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 Song  Listening songs:  Oll Alabama by  Bellowhead  Boogie Wonderland by  Earth Wind and Fire  Don’t Go Breaking My  Heart by Elton John and  Kiki Dee  Ganesh Is Fresh by MC  Yogi  Frosty The Snowman sung  by Ella Fitzgerald  Spiderman sung by  Michael 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 instrumental  part.  > Record the performance to talk about. |
|  | Unit 3  Everyone | | 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 Toes  Listening 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 instrumental  part.  > Record the performance to talk about. |
|  | unit 4  Our 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 Cokey  Listening 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 instrumental  part.  > Record the performance to talk about. |
|  | unit 5  Big 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 Funk  Listening 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 Boat  Listening songs:  Wlliam Tell Overture by  Rossini  Dance Of The Sugar Plum  Fairy by Tchaikovsky  Flight Of The Bumblebee  by Rimsky-Korsakov  Jupiter, The Bringer Of  Jollity by Gustav Holst  Fantasia On A Theme by  Thomas Tallis by Ralph  Vaughan Williams  E.T. Flying Theme by John  Williams | 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 instrumental  part.  > 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 1  Hey You! By Joanna Mangona | | Components:  Style of song:  Old School Hip-Hop  Key: C  One Note: C  Easy Part: C  Medium Part: C + G  Melody: 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 Soul  Fresh Prince of Bel-Air by Will Smith  Rapper’s Delight by The Sugarhill Gang  U Can’t Touch This by MC Hammer  It’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 2  Rhythm In The Way We Walk and The Banana Rap | | Components:  Style of main song:  Reggae  Key: C  One Note: C  Easy Part: C  Medium Part: C + G  Melody: 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 Songs  The 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 3  In The Groove | | Components:  Style of song:  Blues, Baroque, Latin, Bhangra, Folk, Funk.  Key: C  One Note: C  Easy Part: C + D  Medium Part: C + D  Melody: 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 Mangona  Create 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 perform  it.  > Add their ideas to the performance.  >Record the performance and say how they were feeling about it. |
| Unit 4  Round and Round | | Components:  Style of song: Bossa Nova  Key: D minor  One Note: D  Easy Part: D, F, C + D  Medium Part: D, E, F, G + A  Melody: 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 5  Your Imagination | | Components:  Style of song: Pop  Key: C  One Note: C Easy Part: C + G Medium Part: C, E + G Melody: 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 Readman  Create 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:  Supercalifragilisticexpialid  ocious from Mary Poppins  Pure Imagination from Willy Wonka and The Chocolate Factory Soundtrack  Daydream Believer by The Monkees  Rainbow Connection from The Muppet Movie  A 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 6  Reflect, Rewind and Replay | | Components:  Style of song:  Classical  Revise 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 Songs  A Song Before Sunrise by Frederick Delius – 20th Century  The Firebird by Igor Stravinsky – 20th Century  The Bird by Sergei Prokofiev – 20th Century  Grand March from Aida by Giuseppe Verdi – Classical  Bolero by Maurice Ravel- 20th Century  The 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 2  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 1  Hands, Feet, Heart | | Components  Style of Song:  Afropop, South African  Key: G  One Note: G Easy Part: G, A + C Medium Part: G, A, B + C Melody: 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 Makeba  The Lion Sleeps Tonight sung by Soweto Gospel Choir  Bring Him Back by Hugh Masekela  You Can Call Me Al by Paul Simon  Hlokoloza 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 2  Ho, Ho, Ho | | Components  Style of Song: A song with rapping and improvising for Christmas Key: G  One Note: G Easy Part: G, A + B Medium Part: G, A + B Melody: 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. | Components  N/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 here  Bring 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 3  I Wanna Play in a Band | | Components  Style of Song:  Rock  Key: D  One Note: F Easy Part: D + C Medium Part: G, F + C Melody: 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 Queen  Smoke On The Water by Deep Purple  Rocking All Over The World by Status Quo  Johnny B. Goode by Chuck Berry  I 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 4  Zootime | | Components  Style of Song:  Reggae  Key: C  One Note: C Easy Part: C + D Medium Part: C + D Melody: 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 Songs  Kingstone Town by UB40  Shine by ASWAD  IGY by Donald Fagen  Feel Like Jumping by Marcia Griffiths  I 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 5  Friendship Song | | Components:  Style of Song:  Pop  Key: C  One Note: C Easy Part: E + G Medium Part: E, G, A + B Melody: 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 Mars  We 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 John  You’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 6  Reflect, Rewind and Repeat | | Components:  Style of Song:  Classical  Revise 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-Romantic  Brandenburg Concerto No1 by Johann Sebastian Bach-Baroque  From The Diary Of A Fly by Bela Bartok-20th Century  Fantasia On Greensleeves by Ralph Vaughn Williams – 20th Century  Dance of the Sugar Plum Fairy By Pytor Tchaikovsky – Romantic  The 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 3  Children 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*