



At New Invention Infant School we follow the music scheme from Sing Up and Charanga for The Hub.

# Music Syllabus



To empower our children to be the change-makers of the future.

## #WecanWewillTogether

NII is a safe, secure and nurturing school where children develop positive relationships.

Our children are confident, articulate and resilient both in education and attitude to life.

Our staff are motivated, tenacious and committed working with integrity to ensure the best outcomes for our children and families.

We are the focal point of our community where families feel supported, respected and are partners in their children's journey.

Our high aspirations, forward thinking, innovative approach inspires our children to be change-makers of the future.

They are compassionate, empathetic and supportive of others.

They strive for excellence in all that they do.

Everyone in our school community contributes and is both heard and valued.



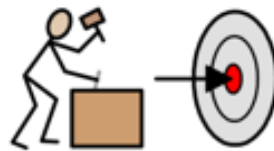
inclusivity

Diversity  
Equity  
Respect  
Acceptance



integrity

Moral  
Principles  
Honesty  
Fairness



tenacity

Resilience  
Hard working  
Perseverance  
Never give up



collaboration

Partnerships  
Working together  
Supportive  
'Families'



ambition

Excellence  
High expectations  
Creative  
Innovative  
Risk taking

# How our Mission, Vision and Values are reflected in Music

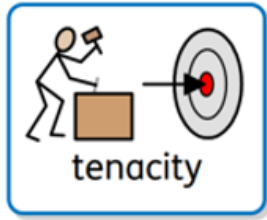


All children are included in Music through a differentiated curriculum using the Music scheme - Charanga with a specific focus on Music skills. Children are allowed to explore and play instruments in an environment of mutual respect and acceptance. Music from around the world is listened to and children are given experiences of playing instruments from around the world. It is a universal language that all children can understand and participate.



We help our children to understand and practice honesty, responsibility, fairness, through musical experiences. To enable this we model musical honesty, through developing an understanding that it's okay to make mistakes and try again e.g. Admitting when a note has been played incorrectly and then trying again. Our curriculum gives plenty of opportunities for equal and fair access to play instruments and share their work and we model the importance of crediting others work accurately by acknowledging children by name if they have created a sound or song. In our school we promote the importance of taking care of and respecting the instruments and resources that we share by helping children to understand how to use real instruments responsibly, handle them carefully, play them appropriately and to do the right thing, even when no one is watching. As part of our curriculum the children are supported to learn how to give truthful but kind and supportive feedback. They learn to focus on talking about a skill to give constructive feedback such as "I liked how you kept to the beat." or "Next time try to remember not to play in the rests."

# How our Mission, Vision and Values are reflected in Music



We understand that showing tenacity is an important value as a musician and we instil in our children the importance of repetition, practise and how these are important if we want to improve. We use rhythm patterns with the children that are practised and increase in complexity over time as they master them, revisit challenging song and models and highlight the importance of how we can learn from our mistakes and try again as a musician. This includes for example when we are trying to keep to steady beat or find the correct keys on a keyboard. We always celebrate the small steps where they have persevered by highlighting the parts where they have succeeded. There are many opportunities during their time in school where children will rehearse and perform in front of others such as Nativity plays, Carol Concerts, and year group assemblies. We support the children to understand that practise for these events takes time and patience to be performance ready and we help children to see if something goes wrong in a rehearsal or a performance then we try again or keep going. Song choices are another way that we explore the value of tenacity through music by learning songs that have a theme of perseverance or self-belief such as 'Try Everything' or M People's 'Proud'. In our song choices we also promote challenge for our children to rise to with our choir tackling songs such as 'Oh Holy Night' for our Christmas Carol Concert, and learning songs with signs and rounds that require more effort and repeated practise to master. As a staff, it is as important for us to model tenacity to the children as it is for us to teach and support it. Our language and reflections can be powerful tools to promote tenacity in music E.g. by saying phrases such as "You showed great determination learning that rhythm.", "That song was hard, but you didn't give up!", "What part was tricky today, and how did you keep going?" We also share our own musical challenges e.g. "I found it tricky to clap this rhythm too, so I practised slowly!" We also ensure we always model trying again to the children, making mistakes, and then correcting these with a positive attitude.

# How our Mission, Vision and Values are reflected in Music



In all of our school values already stated we have mentioned many things that involve collaboration. At our school, collaboration means working together to make something special — like music! Teaching collaboration in music can be fun, engaging, and developmentally valuable. At this age, collaboration helps build social skills, listening abilities, and a sense of shared achievement. In our music lessons, we learn to listen to each other, take turns and share ideas, play and sing together as a team and help our friends when they need support. Whether we're clapping rhythms, playing instruments, singing songs, or performing to our parents, we know that music sounds best when we work as one. Everyone's part is important, and by collaborating, we create something amazing — together!



In all of our school values already stated we have mentioned many things that involve ambition. At our school, ambition means trying our best and always wanting to improve — even when things feel tricky! In music lessons, we show ambition when we keep practising to get better, try new instruments and sounds, sing confidently and with pride and challenge ourselves to learn something new. We know that musicians get better by being brave, curious, and hard-working. Whether we're learning a new song or performing in front of others, we show ambition by saying, "I can do it if I keep trying! With ambition, our music becomes even more exciting — and so do we!

# Music Curriculum Overview

## Sing Up Music - Units at a glance (1-year teaching cycle)



|               | A                                      |                                  | B                                 |                                      |
|---------------|--|----------------------------------|-----------------------------------|--------------------------------------|
|               | 6 weeks                                |                                  | 6 weeks                           |                                      |
|               | 3 weeks                                | 3 weeks                          | 3 weeks                           | 3 weeks                              |
| <b>Term 1</b> |  |                                  |                                   |                                      |
| Nursery       | <i>Let's be friends</i>                |                                  | <i>Travel and movement</i>        |                                      |
| Reception     | <i>I've got a grumpy face</i>          | <i>The sorcerer's apprentice</i> | <i>Witch, witch</i>               | <i>Row, row, row your boat</i>       |
| Year 1        | <b>Menu song*</b>                      |                                  | <i>Colonel Hathi's march</i>      | Magical musical aquarium             |
| Year 2        | <b>Tony Chestnut*</b>                  |                                  | <i>Carnival of the animals</i>    | Composing music inspired by birdsong |
| <b>Term 2</b> |  |                                  |                                   |                                      |
| Nursery       | <i>This is me</i>                      |                                  | <i>Animal tea party</i>           |                                      |
| Reception     | Bird spotting: <i>Cuckoo polka</i>     | <i>Shake my sillies out</i>      | <i>Up and down</i>                | <i>Five fine bumble bees</i>         |
| Year 1        | <b>Football*</b>                       |                                  | 'Down' from <i>Sea interludes</i> | Musical conversations                |
| Year 2        | <b>Grandma rap*</b>                    |                                  | <i>Orawa</i>                      | Trains                               |
| <b>Term 3</b> |  |                                  |                                   |                                      |
| Nursery       | <i>I've got feelings</i>               |                                  | <i>Let's jam!</i>                 |                                      |
| Reception     | <i>Down there under the sea</i>        | <i>It's oh so quiet</i>          | <i>Slap clap clap</i>             | <i>Bow, bow, bow Belinda</i>         |
| Year 1        | Dancing and drawing to <i>Nautilus</i> | Cat and mouse                    | <b>Come dance with me*</b>        |                                      |
| Year 2        | Swing-a-long with Shostakovich         | Charlie Chaplin                  | <b>Tańczymy labada *</b>          |                                      |

# Music

## Implementation Concepts

Performance

Evaluation

Composition

# Music

## Implementation Pedagogy

### Performance

#### Nursery

Children will sing simple nursery songs with actions. The use of musical material songs from the Sing Up scheme. Explore the sound of instruments and how to play them for performing. This will be playing along to music from the scheme and will develop a sense of enjoyment for music.

#### Reception

Children will sing simple songs using the Sing Up scheme and know how to makes changes to the songs – elements of music – loud, quiet, fast, slow, pitch and layer of voices (timbre)

#### Year One

Children will sing songs from memory and use expression with musical elements using the Sing Up scheme. They perform to an audience, beginning to know how to present themselves. They will be able to perform appropriately something they have learned to play or compose.

#### Year Two

Children will sing songs from memory, using their voices creatively and expressively when singing songs, speaking chants or rhymes using the sing-up scheme. They will perform with tuned or untuned instruments musically and use adapted symbols to represent dynamics. They will experiment with, select, create and combine sounds using the inter-related dimensions of music.

# Music

## Implementation Pedagogy

### Evaluation

#### Nursery

Children will begin active listening to songs and copy simple rhythms. They will start to show enjoyment through movement – shaking hands and wiggling. They will begin to know some elements of music and demonstrate through actions e.g. fast/slow, loud/quiet.

#### Reception

Children will identify contrasts in tempo and dynamics and describe them beginning to use musical terms. They will respond to music through movement, drawing or talking. They will develop active listening skills to demonstrate listening to the beat and copying/mimicking patterns or call and response games.

#### Year One

Children will listen with enjoyment to a range of quality live and recorded performances. They will recognise elements of music in the piece, the mood of the piece and say what they like or dislike about the performance. They can begin to say what they would change about their own composition.

#### Year Two

Children will listen with concentration and understanding to a range of high quality live and recorded performances. They understand that the elements of music create moods for pieces of music. Begin to identify instruments in music and talk about the mood of the piece. They can talk about their work and say how they can improve it, including their peers work.

# Music

## Implementation Pedagogy

### Composition

#### Nursery

Children will explore instruments and how they sound. They will explore making their own sounds to accompany a song.

#### Reception

Children will explore making sounds with instruments and their voices to create a mood for a piece of music. They will come up with new lyrics and actions for songs. They will come up with their own accompaniments for songs.

#### Year One

Children will create sounds and make changes using tuned and untuned instruments. They will use the elements of music to help decide on the mood of the piece. They will begin to experiment with, create, select and combine the inter-related dimensions of music.

#### Year Two

Children will create sounds musically and expressively using their voices and tuned/untuned instruments. They will adapt to help create the mood of the piece using the inter-related dimensions of music. They will experiment with confidence to create, select and combine inter-related dimensions of music.

# Lesson/Activity Sequencing

Individual detailed lesson plans are available to download and print on the Sing Up website.

# Nursery – Term 1

| Title                   | About the unit   | Musical material  | Books to explore   | Complementary listening   |
|-------------------------|--|---|--|---|
| <i>Let's be friends</i> | This unit is all about making friends, turn-taking, sharing, working together, and building confidence and unity in a classroom full of new faces.   | <ul style="list-style-type: none"> <li>• <i>Hello, let's go!</i></li> <li>• <i>The high 5 chant</i></li> <li>• <i>Let's be friends!</i></li> <li>• <i>Pass the secret round</i></li> <li>• <i>Let's be friends!</i> lyric video</li> <li>• <i>Let's be friends!</i> action video</li> <li>• <i>Example of a cajon</i> video</li> <li>• <i>Meet the musician... Jessie on clarinet!</i> video</li> <li>• <i>Songs about friendship</i> Spotify playlist (London Rhymes)</li> </ul>   | <ul style="list-style-type: none"> <li>• <i>Lost and found</i> – Oliver Jeffers</li> <li>• <i>Be a friend</i> – Salina Yoon</li> <li>• <i>Stick and stone</i> – Beth Ferry</li> <li>• <i>Superworm</i> – Julia Donaldson</li> <li>• <i>Elmer's friends</i> – David McKee</li> <li>• <i>Duck and penguin are not friends</i> – Julia Woolf</li> <li>• <i>Puffin Peter</i> – Petr Horáček</li> <li>• <i>Will you be my friend?</i> – Mollie Potter</li> </ul>            | <ul style="list-style-type: none"> <li>• <i>Rhapsody in blue</i> (Leonard Bernstein)</li> <li>• <i>Just a closer walk with thee</i> (Doreen Ketchens &amp; Louisiana Philharmonic Orchestra)</li> <li>• Improvised music on cajon and guitar (Heidi Joubert &amp; friends)</li> <li>• <i>Somewhere over the rainbow</i> (Israel 'IZ' Kamakawiwo'ole)</li> </ul> |
| Travel and movement     | This unit is all about different ways that we can move and travel from one place to another. Whether we move our bodies in different ways to get around, or if we get on a train, bus, or car... What about if we could fly? Let's see where our imaginations take us! | <ul style="list-style-type: none"> <li>• <i>How did you get to school today?</i></li> <li>• <i>This is my walking song</i></li> <li>• <i>Get on the train</i></li> <li>• <i>This is my walking song</i> live video</li> <li>• <i>Get on the train</i> lyric video</li> <li>• <i>Get on the train</i> virtual jam video</li> <li>• <i>Meet the musician... Beka on violin!</i> video</li> <li>• Emperor penguins migrating video (National Geographic)</li> <li>• Soar with migrating birds video (National Geographic)</li> <li>• <i>How would it feel?</i> listening sample</li> <li>• <i>Red, red scooter</i> listening sample</li> <li>• <i>Songs about travel and moving around</i> Spotify playlist (London Rhymes)</li> </ul> | <ul style="list-style-type: none"> <li>• <i>Night monkey, day monkey</i> – Julia Donaldson</li> <li>• <i>The train ride</i> – June Crebbin</li> <li>• <i>Hiking day</i> – Anne Rockwell</li> <li>• <i>From my window</i> – Otávio Júnior</li> <li>• <i>Lost and found</i> – Oliver Jeffers</li> <li>• <i>Everywhere, wonder</i> – Matthew Swanson</li> <li>• <i>Some dogs do</i> – Jez Alborough</li> <li>• <i>Rosa rides her scooter</i> – Jessica Spanyol</li> </ul> | <ul style="list-style-type: none"> <li>• <i>William Tell overture</i> (Rossini)</li> <li>• 'We know the way' from <i>Moana</i></li> <li>• 'Field trip' the <i>Finding Nemo</i></li> <li>• Improvised music on cajon and guitar (Heidi Joubert &amp; friends)</li> </ul>   |

# Nursery – Term 2

| Title                   | About the unit  | Musical material  | Books to explore   | Complementary listening   |
|-------------------------|---|---|--|---|
| <i>This is me</i>       | <p>This unit is all about exploring who we are! How we say hello, how old we are, our families, our likes and dislikes, and what makes us special and unique.</p>   | <ul style="list-style-type: none"> <li>• <i>I say hello like this</i></li> <li>• <i>The family song</i></li> <li>• <i>Yes I can!</i></li> <li>• <i>We're all amazing</i></li> <li>• <i>This is me, I am 3</i></li> <li>• <i>Meet the musician – Rosie on handpan!</i> video</li> <li>• <i>Roaring waves</i> (Rosie Bergonzi)</li> <li>• <i>Questions</i> demonstration video</li> <li>• <i>Yes I can!</i> lyric video</li> <li>• 'Food for thought' Assumptions of gender roles video</li> <li>• Carlos Acosta performing in <i>Don Quixote</i> (Act I finale) video</li> <li>• <i>We're all amazing</i> lyric video</li> <li>• <i>We're all amazing</i> live video</li> <li>• A day in the life of a child in urban Kenya (BBC)</li> <li>• <i>This is me, I am 3</i> demonstration video</li> <li>• <i>All about me!</i> Spotify playlist (London Rhymes)</li> </ul> | <ul style="list-style-type: none"> <li>• <i>What we'll build</i> – Oliver Jeffers</li> <li>• <i>And tango makes three</i> – Justin Richardson and Peter Parnell</li> <li>• <i>The family book</i> – Todd Parr</li> <li>• <i>The great big book of families</i> – Mary Hoffman</li> <li>• <i>The Smeds and the Smoos</i> – Julia Donaldson</li> <li>• <i>All are welcome</i> – Alexandra Penfold</li> <li>• <i>Julian is a mermaid</i> – Jessica Love</li> <li>• <i>From the stars in the sky to the fish in the sea</i> – Kai Cheng Thom</li> <li>• <i>Red: A crayon's story</i> – Michael Hall</li> <li>• <i>Pink is for boys</i> – Robb Pearlman</li> <li>• <i>The rainbow fish</i> – Marcus Pfister</li> <li>• <i>All people are beautiful</i> – Vincent Kelly</li> </ul> | <ul style="list-style-type: none"> <li>• <i>The Enigma variations</i> (Edward Elgar)</li> <li>• <i>No place like</i> (Kerry Andrew)</li> </ul>  |
| <i>Animal tea party</i> | <p>This unit is all about an animal tea party! We'll be asking the children to invite their own cuddly toys, as well as baking some delicious cakes for the party. We'll also be exploring animal movements and sounds, and will be discovering some musical terms through the song and activity <i>Bang my drum</i>.</p> | <ul style="list-style-type: none"> <li>• <i>I see animals!</i></li> <li>• <i>Animal circle time</i></li> <li>• <i>Bake, bake, bake</i></li> <li>• <i>Animal tea party</i></li> <li>• <i>Bang my drum</i></li> <li>• <i>Twinkle, twinkle little star</i> (Zosia on cello)</li> <li>• Learn the Makaton sign for 'bake'</li> <li>• Learn the Makaton sign for 'cake'</li> <li>• <i>Animal tea party</i> lyric video</li> <li>• <i>Animal rhythms</i> activity video</li> <li>• <i>Animal rhythms</i> rhythmic backing track</li> <li>• <i>Bang my drum</i> lyric video</li> <li>• <i>The best animal songs!</i> Spotify playlist (London Rhymes)</li> </ul>   | <ul style="list-style-type: none"> <li>• <i>The story orchestra, Carnival of the animals</i> – Katy Flint</li> <li>• <i>Magnificent creatures: Animals on the move!</i> – Anna Wright</li> <li>• <i>Animal music</i> – Julia Donaldson</li> <li>• <i>Animal opposites</i> – Petr Horáček</li> <li>• <i>The tiger who came to tea</i> – Judith Kerr</li> <li>• <i>Chocolate cake</i> – Michael Rosen</li> <li>• <i>Mini rabbit not lost</i> – John Bond</li> </ul>  | <ul style="list-style-type: none"> <li>• <i>Carnival of the animals</i> (Camille Saint-Saëns)</li> <li>• <i>It's oh so quiet</i> (Björk)</li> <li>• <i>Cello concerto in E minor</i> (Op. 85) (Edward Elgar)</li> </ul> |

# Nursery – Term 3

| Title                           | About the unit  | Musical material   | Books to explore  | Complementary listening   |
|---------------------------------|---|--|---|---|
| <p><b>I've got feelings</b></p> | <p>This unit is all about exploring our feelings and emotions. Music is an incredible tool to express our feelings through song, which we will do in some of the songs and warm ups, but we'll also be exploring the breadth of different emotions through sounds and music that we listen to. What do certain sounds make us feel? How could we express our own feelings through the sounds and music that we make?</p>  | <ul style="list-style-type: none"> <li>• <i>How are you?</i></li> <li>• <i>Happy happy happy</i></li> <li>• <i>I've got feelings</i></li> <li>• Introduction to the unit video</li> <li>• A stormy soundscape – body percussion video</li> <li>• A stormy soundscape – with instruments video</li> <li>• <i>Happy happy happy</i> lyric video</li> <li>• <i>Happy happy happy</i> Makaton demonstration video</li> <li>• <i>Meet the musician... Jessie on clarinet!</i> video</li> <li>• <i>I've got feelings</i> lyric video</li> <li>• <i>Inside Out: Guessing the feeling</i> video</li> <li>• <i>Meet the musician... Rosanna on the flute!</i> video</li> <li>• <i>Musical feelings</i> listening track</li> </ul>   | <ul style="list-style-type: none"> <li>• <i>Dogger</i> – Shirley Hughes</li> <li>• <i>Lost and found</i> – Oliver Jeffers</li> <li>• <i>Are you my mother?</i> – P. D. Eastman</li> <li>• <i>The day the crayons quit</i> – Oliver Jeffers</li> <li>• <i>Rainbow fish</i> – Marcus Pfister</li> <li>• <i>Ruby's worry</i> – Tom Percival</li> <li>• <i>Ravi's roar!</i> – Tom Percival</li> <li>• <i>The bad mood and the stick</i> – Daniel Handler</li> <li>• <i>The rabbit listened</i> – Cori Doerrfeld</li> <li>• <i>The great big hug</i> – Isy Abraham-Raveson</li> <li>• <i>Grumpy monkey</i> – Suzanne Lang</li> </ul>   | <ul style="list-style-type: none"> <li>• <i>The Arrival of the Queen of Sheba</i> (G. F. Handel)</li> <li>• <i>Misère</i> (Gregorio Allegri)</li> <li>• 'Fish in my hair!' from <i>Finding Nemo</i> (Thomas Newman)</li> <li>• 'Dance of the knights' from <i>Romeo and Juliet</i> (Sergei Prokofiev)</li> <li>• <i>The entertainer</i> (Scott Joplin)</li> </ul> |
| <p><b>Let's jam!</b></p>        | <p>This unit is all about developing our love for music, exploring different sounds and instruments, as well as playing together as a 'band' and in small groups. In a culture where often being a 'singer' or a musician is associated with TV auditions, pop stars, and celebrities, we want to emphasise the importance of enjoying music for music's sake! There's so much joy to be found in taking part in ensembles, singing together, and freedom in playing freely through improvisation. Having fun making music can have a huge impact on cohesion of your class, and the wellbeing of the children.</p> | <ul style="list-style-type: none"> <li>• <i>Tap your name</i></li> <li>• <i>Hot cross buns</i></li> <li>• <i>This is what it sounds like</i></li> <li>• <i>Let's jam!</i></li> <li>• <i>Who's in the band?</i></li> <li>• <i>Shake and stop</i></li> <li>• <i>Let's jam</i> musician video</li> <li>• 'Jack Sparrow Theme' from <i>Pirates of the Caribbean</i> (Szeged Trombone Ensemble)</li> <li>• <i>Meet the musician... Raph on trombone!</i> video</li> <li>• <i>Exploring the blues</i> video</li> <li>• <i>Meet the musician... Rosie on cajon!</i> video</li> <li>• MEINL percussion artists playing Afro-Peruvian percussion with congas, bongos, and cajons</li> <li>• <i>Let's jam! Celebrating music</i> Spotify playlist (London Rhymes)</li> </ul> | <ul style="list-style-type: none"> <li>• <i>Little people big dreams: Aretha Franklin</i> – Maria Isabel Sanchez Vegara and Amy Blackwell</li> <li>• <i>Little people big dreams: Stevie Wonder</i> – Maria Isabel Sanchez Vegara and Melissa Lee Johnson</li> <li>• <i>Ella queen of jazz</i> – Helen Hancocks</li> <li>• <i>Where are all the instruments?</i> – Nathan Holder</li> <li>• <i>Drum dream girl: how one girl's courage changed music</i> – Margarita Engle and Rafael López</li> <li>• <i>The story of the orchestra: listen while you learn about the instrument</i> – Robert Levine and Meredith Hamilton</li> <li>• <i>Trombone Shorty</i> – Troy Andrews and Bryan Collier</li> </ul> | <ul style="list-style-type: none"> <li>• <i>The young person's guide to the orchestra</i> (animation) (Benjamin Britten)</li> <li>• A live jazz jam session, led by Jesús Molina</li> </ul>   |

# Reception – Term 1

| Title<br>No. lessons  | Musical learning  | Musical material  |
|---|---|---|
| <p><i>I've got a grumpy face</i></p> <p>-</p> <p>3 lessons</p>    | <p><b>Focus:</b> Timbre, beat, pitch contour.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Make up new words and actions about different emotions and feelings.</li> <li>• Explore making sound with voices and percussion instruments to create different feelings and moods.</li> <li>• Sing with a sense of pitch, following the shape of the melody with voices.</li> <li>• Mark the beat of the song with actions.</li> </ul>  | <p><b>Song Bank:</b> <i>I've got a grumpy face</i>.</p> <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• 'Mars' from <i>The planets suite</i> (Gustav Holst).</li> <li>• 'Happy' from <i>Despicable Me 2</i> (Pharrell Williams).</li> <li>• 'In the hall of the mountain king' from <i>Peer Gynt</i> (Edvard Grieg).</li> <li>• 'The imperial march' from <i>Star wars</i> (John Williams).</li> <li>• 'Dance of the sugar plum fairy' from <i>The nutcracker</i> (Pyotr Ilyich Tchaikovsky).</li> </ul>  |
| <p><i>The sorcerer's apprentice</i></p> <p>-</p> <p>3 lessons</p> | <p><b>Focus:</b> Musical storytelling, louder/quieter, faster/slower, higher/lower, timbre.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Explore storytelling elements in the music and create a class story inspired by the piece.</li> <li>• Identify and describe contrasts in tempo and dynamics.</li> <li>• Begin to use musical terms (louder/quieter, faster/slower, higher/lower).</li> <li>• Respond to music in a range of ways e.g. movement, talking, writing.</li> </ul> | <p><b>Song Bank:</b> <i>Alice the camel</i>.</p> <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• <i>The sorcerer's apprentice</i> (Paul Dukas).</li> <li>• <i>Percussion instruments for kids</i> (Green Bean's Music).</li> <li>• <i>BBC Young Musician 2020</i> Percussion final clips: <ul style="list-style-type: none"> <li>• Isaac Harari – <i>Concerto, 1st mvmt</i> (Sergei Golovko).</li> <li>• Fang Zhang – <i>Rain the blind monk</i> (Heng Liu).</li> <li>• Toril Azzalini-Machecler – <i>Le corps a corps</i> (George Aperghis).</li> <li>• Lewis Kentaro Isaacs – <i>Til the cows come home</i> (Rick Dior).</li> <li>• <i>Fantasia</i> – The 1940 Disney animation (Parts 1, 2, &amp; 3).</li> </ul> </li> </ul> |
| <p><i>Witch, witch</i></p> <p>-</p> <p>3 lessons</p>              | <p><b>Focus:</b> Call-and-response, pitch (la-so-mi-do), timbre.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Make up a simple accompaniment using percussion instruments.</li> <li>• Use the voice to adopt different roles and characters.</li> <li>• Match the pitch of a four-note (la-so-mi-do) call-and-response song.</li> </ul>   | <p><b>Song Bank:</b> <i>Witch, witch</i>.</p>   |
| <p><i>Row, row, row your boat</i></p> <p>-</p> <p>3 lessons</p>   | <p><b>Focus:</b> Beat, pitch (step/leap), timbre.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Make up new lyrics and vocal sounds for different kinds of transport.</li> <li>• Sing a tune with 'stepping' and 'leaping' notes.</li> <li>• Play a steady beat on percussion instruments.</li> </ul>  | <p><b>Song Bank:</b> <i>Row, row, row your boat; The transport song</i>.</p> <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• <i>Rowing a boat</i> video.</li> <li>• A short clip demonstrating rowing actions.</li> <li>• <i>Row, row, row your boat</i> animation (Super Simple Songs).</li> </ul>   |

# Reception – Term 2

| Title<br>No. lessons   | Musical learning  | Musical material   |
|--|---|--|
| <b>Bird spotting:<br/><i>Cuckoo polka</i></b><br>-<br><b>3 lessons</b> | <p><b>Focus:</b> Active listening, beat, pitch (so-mil), vocal play.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Explore the range and capabilities of voices through vocal play.</li> <li>• Develop a sense of beat by performing actions to music.</li> <li>• Develop active listening skills by recognising the ‘cuckoo call’ in a piece of music (so-mil).</li> <li>• Enjoy moving freely and expressively to music.</li> </ul>                              | <p><b>Song Bank:</b> <i>Dabbling ducks</i>.</p> <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• Video clips of different bird song (Wildlife World):             <ul style="list-style-type: none"> <li>• Tawny owl, Black grouse, Whooper swans, &amp; Common quail.</li> </ul> </li> <li>• <i>The blue Danube</i> (Johann Strauss III).</li> <li>• <i>Cuckoo polka</i> (Johann Strauss II).</li> <li>• <i>The lark ascending</i> (Ralph Vaughan Williams).</li> </ul>  |
| <b><i>Shake my sillies out</i></b><br>-<br><b>3 lessons</b>            | <p><b>Focus:</b> Timbre, pitch (higher/lower), tempo (faster/slower), beat.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Create a sound story using instruments to represent different animal sounds/ movements.</li> <li>• Sing an action song with changes in speed.</li> <li>• Play along with percussion instruments.</li> <li>• Perform the story as a class.</li> <li>• Listen to music and show the beat with actions.</li> </ul>                          | <p><b>Song Bank:</b> <i>Jelly on a plate; Shake my sillies out</i>.</p> <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• <i>Sharing the beat</i> video from Sing Up’s Developing musicianship toolkit</li> <li>• <i>Hippobottomus</i> video (Steve Smallman &amp; Ada Grey. Mr Wickins Reads).</li> </ul>   |
| <b><i>Up and down</i></b><br>-<br><b>3 lessons</b>                     | <p><b>Focus:</b> Pitch contour rising and falling, classical music.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Make up new lyrics and accompanying actions.</li> <li>• Sing and play a rising and falling melody, following the shape with voices and on tuned percussion.</li> <li>• Use appropriate hand actions to mark a changing pitch.</li> </ul>   | <p><b>Song Bank:</b> <i>Rain is falling down; Up and down; Hickory dickory dock; Five fine bumble bees</i>.</p> <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• <i>Feeling the shape of a melody using a body ladder (m-r-d)</i> and <i>Pitch pencils</i> videos from Sing Up’s Developing musicianship toolkit.</li> <li>• <i>Flight of the bumble bee</i> (Nikolai Rimsky-Korsakov. Performed by Emma He).</li> <li>• <i>Flight of the bumble bee</i> animation (Nikolai Rimsky-Korsakov).</li> <li>• <i>The lark ascending</i> (Ralph Vaughan Williams).</li> </ul>   |
| <b><i>Five fine bumble bees</i></b><br>-<br><b>3 lessons</b>           | <p><b>Focus:</b> Timbre, tempo, structure (call-and-response), active listening.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Improvise a vocal/physical soundscape about minibeasts.</li> <li>• Sing in call-and-response and change voices to make a buzzing sound.</li> <li>• Play an accompaniment using tuned and untuned percussion, and recognise a change in tempo.</li> <li>• Listen to a piece of classical music and respond through dance.</li> </ul> | <p><b>Song Bank:</b> <i>Five fine bumble bees</i>.</p> <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• Bumblebee warm-up video – Spring vocal exploration (Track Tribe).</li> <li>• <i>Le Festin de l’Araignée</i> (‘The spider’s feast’) (Albert Roussel).</li> <li>• <i>The glow worm</i> (Johnny Mercer, Lilla C. Robinson, &amp; Paul Lincke).</li> <li>• <i>La cucaracha</i> (‘The cockroach’) (The Mariachis).</li> <li>• ‘Overture’ to <i>The wasps</i> (Ralph Vaughan Williams).</li> <li>• Close up video of bees collecting pollen from flowers to make honey by Flow Hive.</li> <li>• <i>Mad about minibeasts</i> video (Giles Andreae &amp; David Wojtowycz. Storyvision Studios UK).</li> </ul> |

# Reception – Term 3

| Title<br>No. lessons   | Musical learning   | Musical material   |
|--|--|--|
| <p><i>Down there under the sea</i></p> <p>-</p> <p>3 lessons</p> | <p><b>Focus:</b> Timbre, structure, active listening, tune moving in step (stepping notes), soundscape.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Develop a song by composing new words and adding movements and props.</li> <li>• Sing a song using a call-and-response structure.</li> <li>• Play sea sound effects on percussion instruments.</li> <li>• With some support, play a call-and-response phrase comprising a short, stepping tune (C-D-E).</li> <li>• Listen to a range of sea-related pieces of music and respond with movement.</li> </ul>   | <p><b>Song Bank:</b> <i>Down there under the sea; Well done, everyone!; Doggie, doggie, where's your bone?</i></p> <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• Recreating ocean sounds with layered percussion instruments (Percussive Sounds ASMR).</li> <li>• <i>Miroirs III – Une barque sur l’océan</i> (Maurice Ravel).</li> <li>• Video of sea life swimming in an aquarium (Georgia Aquarium).</li> </ul> |
| <p><i>It's oh so quiet</i></p> <p>-</p> <p>3 lessons</p>         | <p><b>Focus:</b> Dynamics, timbre, musical storytelling, improvising and composing, exploring instruments.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Improvise music with different instruments, following a conductor.</li> <li>• Compose music based on characters and stories developed through listening to Beethoven's <i>5th symphony</i>.</li> <li>• Play different instruments with control.</li> <li>• Explore dynamics with voices and instruments.</li> <li>• Develop listening skills, identifying dynamics (<i>forte, piano, crescendo, and diminuendo</i>) across a range of different musical styles.</li> </ul> | <p><b>Song Bank:</b> <i>Pass the secret round; Bang my drum.</i></p> <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• <i>It's oh so quiet</i> (Björk).</li> <li>• <i>Bang my drum</i> video (London Rhymes).</li> <li>• <i>5th symphony</i> (1st mvmt) (Ludwig van Beethoven).</li> <li>• <i>In the mood</i> (The Glenn Miller Orchestra).</li> </ul>   |
| <p><i>Slap clap clap</i></p> <p>-</p> <p>3 lessons</p>           | <p><b>Focus:</b> Music in 3-time, beat, composing and playing.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Compose a three-beat body percussion pattern and perform it to a steady beat.</li> <li>• Sing a melody in waltz time and perform the actions.</li> <li>• Transfer actions to sounds played on percussion instruments.</li> <li>• Listen actively to music in 3/4 time.</li> <li>• Find the beat and perform a clapping game with a partner.</li> </ul>   | <p><b>Song Bank:</b> <i>Slap clap clap; Rocking; Hey, hey.</i></p> <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• 'Once upon a dream' from Disney's <i>Sleeping Beauty</i>.</li> <li>• <i>Mull of Kintyre</i> (Paul McCartney &amp; Wings).</li> </ul>  |
| <p><i>Bow, bow, bow Belinda</i></p> <p>-</p> <p>3 lessons</p>    | <p><b>Focus:</b> Beat, active listening, instrumental accompaniment.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Invent and perform actions for new verses.</li> <li>• Sing a song while performing a sequence of dance steps.</li> <li>• Play a two-note accompaniment, playing the beat, on tuned or untuned percussion.</li> <li>• Listen to and talk about folk songs from North America.</li> </ul>  | <p><b>Song Bank:</b> <i>Bow, bow, bow Belinda; Siren.</i></p> <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• Video of children singing and playing <i>In and out the dusty bluebells</i>.</li> <li>• <i>Shenandoah</i> (Traditional, version by Tom Roush).</li> </ul>  |

# Year 1 – Term 1

| Title<br>No. lessons  | Musical learning  | Musical material   |
|---|---|--|
| <p><i>Menu song</i></p> <p>-</p> <p>6 lessons</p>             | <p><b>Focus:</b> Active listening (movement), beat, echo singing, showing pitch moving, progression snapshot 1.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>Participate in creating a dramatic group performance using kitchen-themed props.</li> <li>Sing a cumulative song from memory, remembering the order of the verses.</li> <li>Play classroom instruments on the beat.</li> <li>Copy a leader in a call-and-response song, show the shape of the pitch moving with actions, and sing using mi-re-do.</li> <li>Listen and move in time to the song.</li> </ul> | <p><b>Song Bank:</b> <i>Rain is falling down; Menu song; Hip hop songwriting backing track.</i></p> <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>'Be our guest' from <i>Beauty and the Beast</i>.</li> <li>'Food, glorious food' from <i>Oliver!</i></li> <li><i>The herring song</i> (Traditional arr. Chris Haslam).</li> <li><i>Rain is falling down</i> progression snapshot 1 videos (Sing Up).</li> </ul>   |
| <p><i>Colonel Hathi's march</i></p> <p>-</p> <p>3 lessons</p> | <p><b>Focus:</b> Beat, march, timbre, film music.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>Compose music to march to using tuned and untuned percussion.</li> <li>Respond to musical characteristics through movement.</li> <li>Describe the features of a march using music vocabulary (e.g. that it has a steady beat, that soldiers 'march' to music, naming the instruments playing in the clips).</li> </ul>   | <p><b>Song Bank:</b> <i>The grand old Duke of York.</i></p> <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>'Colonel Hathi's march' from <i>The Jungle Book</i> (Sherman &amp; Sherman).</li> <li>'Colonel Hathi's march' from <i>The Jungle Book</i> (Sherman &amp; Sherman arr. Laurent Pierre).</li> <li>Tuba demonstration (Minnesota Orchestra).</li> <li>Glockenspiel demonstration (Minnesota Orchestra).</li> <li>Royal Marines massed bands – beating retreat 2018.</li> <li><i>Follow my feet</i> video from Sing Up's Developing musicianship toolkit.</li> <li>'March of the toy soldiers' from <i>The nutcracker</i> (Pyotr Ilyich Tchaikovsky. Choreography by George Balanchine).</li> <li>'March of the toy soldiers' from <i>The nutcracker</i> (Pyotr Ilyich Tchaikovsky. Performed by the Royal Ballet).</li> </ul> |
| <p>Magical musical aquarium</p> <p>-</p> <p>3 lessons</p>     | <p><b>Focus:</b> Timbre, pitch, structure, graphic symbols, classical music.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>Experiment with sounds (timbre) to create aquarium-inspired music and draw the sounds using graphic symbols.</li> <li>Sing a unison song rhythmically and in tune.</li> <li>Play percussion instruments expressively, representing the character of their composition.</li> <li>Listen to 'Aquarium', reflecting the character of the music through movement.</li> </ul>  | <p><b>Song Bank:</b> <i>Hey, hey; Down there under the sea.</i></p> <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>'Aquarium' from <i>The carnival of the animals</i> (Camille Saint-Saëns).</li> <li><i>Hey, hey activity: Matching pitch – with voices</i> and <i>Have you brought your speaking voice?</i> Teacher reference videos from Sing Up's Developing musicianship toolkit.</li> </ul>   |

# Year 1 – Term 2

| Title<br>No. lessons   | Musical learning  | Musical material   |
|--|---|--|
| <b>Football</b><br>-<br><b>6 lessons</b>                       | <p><b>Focus:</b> Beat, ostinato, pitched/unpitched patterns, mi-re-do (notes E-D-C), progression snapshot 2.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Compose word patterns in groups and melodies in pairs using mi-re-do (E-D-C).</li> <li>• Chant together rhythmically, marking rests accurately.</li> <li>• Play a simple ostinato on untuned percussion.</li> <li>• Sing an echo song while tapping the beat, and clap the rhythm of the words, understanding there is one beat for each syllable.</li> <li>• Recognise the difference between a pattern with notes (pitched) and without (unpitched).</li> </ul> | <p><b>Song Bank:</b> <i>Tap your name; Football; Rain is falling down; My fantasy football team.</i></p> <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• <i>Don't clap this one back.</i></li> <li>• <i>Rain is falling down: matching pitch using body ladders</i> Teacher reference video from Sing Up's Developing musicianship toolkit.</li> <li>• <i>Rain is falling down</i> progression snapshot 2 videos (Sing Up).</li> </ul> |
| <b>'Dawn' from<br/>Sea interludes</b><br>-<br><b>3 lessons</b> | <p><b>Focus:</b> Beat, active listening (singing game, musical signals, movement), 20th century classical music.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Sing a simple singing game, adding actions to show a developing sense of beat.</li> <li>• Listen actively by responding to musical signals and musical themes using appropriate movement.</li> <li>• Create a musical movement picture.</li> </ul>  | <p><b>Song Bank:</b> <i>Down by the bay.</i></p> <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• <i>Pitch pencils</i> video from Sing Up's Developing musicianship toolkit.</li> <li>• <i>'Dawn' from Sea interludes</i> (Benjamin Britten).</li> <li>• <i>Sailor, sailor on the sea</i>.</li> </ul>   |
| <b>Musical<br/>conversations</b><br>-<br><b>3 lessons</b>      | <p><b>Focus:</b> Question-and-answer, timbre, graphic score.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Compose musical sound effects and short sequences of sounds in response to a stimulus.</li> <li>• Improvise question-and-answer conversations using percussion instruments.</li> <li>• Create, interpret, and perform from simple graphic scores.</li> <li>• Recognise how graphic symbols can represent sound.</li> </ul>  | <p><b>Song Bank:</b> <i>Plasticine person.</i></p> <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• <i>Dueling banjos</i> (Eric Dunbar &amp; Stephen Baime).</li> </ul>   |

# Year 1 – Term 3

| Title<br>No. lessons   | Musical learning  | Musical material   |
|--|---|--|
| <b>Dancing and drawing to <i>Nautilus</i></b><br>-<br><b>3 lessons</b> | <p><b>Focus:</b> Active listening (musical signals, internalising beat, draw to music, movement/actions), electronic music.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Perform actions to music, reinforcing a sense of beat.</li> <li>• Respond to musical signals and musical themes using movement, matching movements to musical gestures in the piece.</li> <li>• Develop awareness of duration and the ability to move slowly to music.</li> <li>• Create art work, drawing freely and imaginatively in response to a piece of music.</li> </ul>  | <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• <i>Nautilus</i> animated video (Anna Meredith).</li> <li>• <i>Nautilus</i> live video (Anna Meredith).</li> <li>• <i>Tremble</i> (Scottish Ballet).</li> <li>• Prada Spring/Summer 2014 Women’s clothes advert.</li> </ul>   |
| <b>Cat and mouse</b><br>-<br><b>3 lessons</b>                          | <p><b>Focus:</b> Mood, tempo, dynamics, rhythm, timbre, dot notation.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Create rhythm patterns, sequencing them, and ‘fixing’ them as compositions using simple notation.</li> <li>• Attempt to record compositions with stick and other notations.</li> <li>• Sing and chant songs and rhymes expressively.</li> <li>• Listen and copy rhythm patterns.</li> </ul>  | <p><b>Song Bank:</b> <i>Skin and bones; Three little mice; What do you want to eat, little mouse? The old grey cat; Hip hop songwriting backing track.</i></p> <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• Sing Up videos with Steve Grocott: <ul style="list-style-type: none"> <li>• <i>Three little mice.</i></li> <li>• Expression, pitch, and tempo using <i>The old grey cat.</i></li> <li>• Rhythm, pulse, beat, and pitch using <i>What do you want to eat, little mouse?</i></li> </ul> </li> <li>• <i>Duetto buffo di due gatti</i> (Cat duet) (Rossini/Pearsall).</li> <li>• <i>The cat and the mouse</i> (Aaron Copland).</li> </ul> |
| <b><i>Come dance with me</i></b><br>-<br><b>6 lessons</b>              | <p><b>Focus:</b> Call-and-response, echo singing and playing, playing percussion, crotchet, quavers, crotchet rest, developing beat skills, progression snapshot 3.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Create musical phrases from new word rhythms that children invent.</li> <li>• Sing either part of a call-and-response song.</li> <li>• Play the response sections on tuned percussion using the correct beater hold.</li> <li>• Echo sing a line independently with teacher leading, then move on to pair singing in echo format.</li> <li>• Copy call-and-response patterns with voices and instruments.</li> </ul> | <p><b>Song Bank:</b> <i>Come dance with me; Hip hop songwriting backing track; Walk and stop.</i></p> <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• Sing Up’s Developing musicianship toolkit videos: <ul style="list-style-type: none"> <li>• <i>Playing with pitch pencils.</i></li> <li>• <i>Copy my actions.</i></li> <li>• <i>Let’s copy your actions!</i></li> <li>• <i>Walk and stop.</i></li> </ul> </li> <li>• <i>Rain is falling down</i> progression snapshot 3 videos (Sing Up).</li> </ul>  |

# Year 2 – Term 1

| Title<br>No. lessons  | Musical learning   | Musical material   |
|---|--|--|
| <p><i>Tony Chestnut</i><br/>-<br/>6 lessons</p>                 | <p><b>Focus:</b> Beat, rhythm, melody, echo, call-and-response, tuned and untuned percussion, progression snapshot 1.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Improvise rhythms along to a backing track using the note C or G.</li> <li>• Compose call-and-response music.</li> <li>• Play the melody on a tuned percussion instrument.</li> <li>• Sing with good diction.</li> <li>• Recognise and play echoing phrases by ear.</li> </ul>  | <p><b>Song Bank:</b> <i>Tony Chestnut; Hi lo chicka lo.</i></p> <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• <i>I want you to be my baby</i> (Louis Jordan &amp; his Tympany Five).</li> <li>• <i>Pitch pencils</i> video from Sing Up's Developing musicianship toolkit.</li> <li>• <i>Hi lo chicka lo</i> progression snapshot 1 videos (Sing Up).</li> <li>• <i>Fanfarra (Cabua-le-le)</i> (Sérgio Mendes).</li> </ul> |
| <p><i>Carnival of the animals</i><br/>-<br/>3 lessons</p>       | <p><b>Focus:</b> Timbre, tempo, dynamics, pitch, classical music.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Select instruments and compose music to reflect an animal's character.</li> <li>• Listen with increased concentration to sounds/music and respond by talking about them using music vocabulary, or physically with movement and dance.</li> <li>• Identify different qualities of sound (timbre) e.g. smooth, scratchy, clicking, ringing, and how they are made.</li> <li>• Recognise and respond to changes of speed (tempo), the length of notes (duration – long/short), short/detached/smooth (articulation), and pitch (high/low) using music vocabulary, and/or movement.</li> </ul> | <p><b>Song Bank:</b> <i>I once saw an elephant.</i></p> <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• 'Aquarium', 'Characters with long ears', 'Fossils', 'The swan', 'Tortoises', 'The elephant' and 'Aviary' from <i>Carnival of the animals</i> (Camille Saint-Saëns).</li> <li>• <i>Danse macabre</i> (Camille Saint-Saëns).</li> </ul>  |
| <p>Composing music inspired by birdsong<br/>-<br/>3 lessons</p> | <p><b>Focus:</b> Composing using a non-musical stimulus, creating music inspired by birds and birdsong, improvising and playing a solo on instruments.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Invent simple patterns using voices, body percussion, and then instruments.</li> <li>• Follow signals given by a conductor/leader.</li> <li>• Structure compositional ideas into a bigger piece.</li> <li>• Improvise solos using instruments.</li> </ul>  | <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• Skylark – singing and chirping birds in the spring sky (Wildlife World).</li> <li>• <i>The birds</i> (P.154 – V. The cuckoo) (Ottorino Respighi).</li> <li>• <i>Oiseaux exotiques</i> (Olivier Messiaen).</li> <li>• <i>The lark ascending</i> (Ralph Vaughan Williams).</li> </ul>  |

# Year 2 – Term 2

| Title<br>No. lessons                          | Musical learning   | Musical material   |
|---|--|--|
| <p><i>Grandma rap</i><br/>-<br/>6 lessons</p> | <p><b>Focus:</b> Duration (crotchet, quavers, crotchet rest), unison, round, progression snapshot 2.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Compose 4-beat patterns to create a new rhythmic accompaniment, using a looping app.</li> <li>• Chant <i>Grandma rap</i> rhythmically, and perform to an accompaniment children create.</li> <li>• Chant and play rhythms using the durations of 'walk' (crotchet), 'jogging' (quavers), and 'shh' (crotchet rest) from stick notation.</li> <li>• Learn a clapping game to <i>Hi lo chicka lo</i> that shows the rhythm.</li> <li>• Show the following durations with actions 'walk' (crotchet) and 'jogging' (quavers).</li> </ul>     | <p><b>Song Bank:</b> <i>Grandma rap</i>; <i>Hip hop songwriting backing track</i>; <i>Supercalifragilisticexpialidocious</i>; <i>Hi lo chicka lo</i>.</p> <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• <i>Walk and stop</i>, <i>Copy my actions</i>, and <i>Stepping durations</i> videos from Sing Up's Developing musicianship toolkit.</li> <li>• <i>Hi lo chicka lo</i> progression snapshot 2 videos (Sing Up).</li> <li>• <i>Marble machine</i> (Wintergatan).</li> <li>• <i>Supercalifragilisticexpialidocious</i> lyric video (Sherman &amp; Sherman).</li> </ul> |
| <p><i>Orawa</i><br/>-<br/>3 lessons</p>       | <p><b>Focus:</b> Beat, rhythm, repetition, structure, 20th century classical music.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Improvise and compose, structuring short musical ideas to form a larger piece.</li> <li>• Sing and play, performing composed pieces for an audience.</li> <li>• Listen and appraise, with focus and attention to detail, recalling sounds and patterns.</li> </ul>  | <p><b>Song Bank:</b> <i>H. E. L. L. O.</i>; <i>Baby one, two, three</i>; <i>Płynie statek</i></p> <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• <i>Orawa</i> (Wojciech Kilar).</li> </ul>  |
| <p><i>Trains</i><br/>-<br/>3 lessons</p>      | <p><b>Focus:</b> To create music inspired by train travel, volume/dynamics (<i>crescendo</i>, <i>diminuendo</i>), speed/tempo (<i>accelerando</i>, <i>ritenuto</i>).</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Begin to understand duration and rhythm notation.</li> <li>• Structure musical ideas into a whole-class composition.</li> <li>• Learn a simple rhythm pattern and perform it with tempo and volume changes.</li> <li>• Learn about the musical terms <i>crescendo</i>, <i>diminuendo</i>, <i>accelerando</i>, <i>ritenuto</i>.</li> <li>• Follow signals from a conductor.</li> <li>• Listen to and analyse four pieces of music inspired by travel/vehicles.</li> </ul> | <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• <i>Short ride in a fast machine</i> (John Adams).</li> <li>• <i>The little train of Capira</i> (Heitor Villa-Lobos).</li> <li>• Main theme from <i>633 Squadron</i> (Ron Goodwin)</li> <li>• <i>The wagon passes (Nursery suite V)</i> (Edward Elgar).</li> </ul>  |

# Year 2 – Term 3

| Title<br>No. lessons                             | Musical learning   | Musical material   |
|--|--|--|
| Swing-a-long with Shostakovich<br>-<br>3 lessons | <p><b>Focus:</b> 2- and 3-time, beat, beat groupings, 20th century classical music.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Create action patterns in 2- and 3-time.</li> <li>• Listen actively and mark the beat by tapping, clapping, and swinging to the music.</li> <li>• Listen and move, stepping a variety of rhythm patterns ('walk', 'jogging', 'skipty').</li> <li>• Understand and explain how beats can be grouped into patterns and identify them in familiar songs.</li> <li>• Move freely and creatively to music using a prop.</li> </ul>   | <p><b>Song Bank:</b> <i>Swing-a-long; One man went to mow; One finger, one thumb; Giggle song; Oranges and lemons.</i></p> <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• <i>Jazz suite No. 1 – 2. 'Polka'</i> (Dmitri Shostakovich).</li> <li>• <i>Jazz suite No. 2 – 6. 'Waltz II'</i> (Dmitri Shostakovich).</li> </ul>  |
| Charlie Chaplin<br>-<br>3 lessons                | <p><b>Focus:</b> To create music to accompany a short film featuring Charlie Chaplin, pitch (high and low), duration (long and short), dynamics/volume (loud and soft).</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Compose a soundtrack to a clip of a silent film.</li> <li>• Understand and use notes of different duration.</li> <li>• Understand and use notes of different pitch.</li> <li>• Understand and use dynamics.</li> </ul>  | <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• 'The lion's cage' – a scene from the 1928 film <i>The circus</i> (Charlie Chaplin).</li> </ul>   |
| Tańczymy labada<br>-<br>6 lessons                | <p><b>Focus:</b> Singing games, traditional Polish dances, follow a changing beat and tempo, playing a percussion accompaniment, body percussion patterns, progression snapshot 3.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"> <li>• Demonstrate an internalised sense of pulse through singing games.</li> <li>• Sing confidently in Polish, and play a cumulative game with spoken call-and-response sections.</li> <li>• Play an accompaniment on tuned percussion and invent a 4-beat body percussion pattern.</li> <li>• Listen and match the beat of others and recorded music, adapting speed accordingly.</li> <li>• Listen to traditional and composed music from Poland. Begin to understand how music helps people share tradition and culture.</li> </ul> | <p><b>Song Bank:</b> <i>Tańczymy labada; Bassez down; Płynie statek; Feet, feet; Hi lo chicka lo.</i></p> <p><b>Watch/Listen/Move:</b></p> <ul style="list-style-type: none"> <li>• Demonstration of the Krakowiak dance.</li> <li>• <i>Follow my feet</i> and <i>Walk and freeze</i> videos from Sing Up's Developing musicianship toolkit.</li> <li>• <i>Rondo à la Krakowiak in F major</i> (Op.14) (Frédéric Chopin).</li> <li>• <i>Hi lo chicka lo</i> progression snapshot 3 videos (Sing Up).</li> <li>• Polish folk music, performed live (FisBanda).</li> <li>• Polish traditional folk dance: Krakowiak (Lublin, Folk Dances Around the World).</li> </ul> |

# Breakdown of Knowledge

# Model and Explore Hearing and Listening – Nursery Term 1 - 3

**Can children** identify an instrumental sound and/or describe the sound of instruments (e.g. scratchy/ soft sound etc.?)

**Can children** listen and respond to others in group music making?

**Can children** explain what music makes them think of, sound like, or feel like using words, movement, drawing, etc.?

**Can children** describe the sound of the violin?

**Can children** listen, respond, and vocalise chants with others?

**Can children** use words to describe the sound of the cello?

**Can children** lead, or be led by other children, in their music making (i.e. being a conductor)?

**Can children** think abstractly about music and express this physically or verbally e.g. saying ‘This music sounds like...’ or ‘This music makes me think of...’?

**Can children** distinguish and describes changes in music, comparing and contrasting different sections of a piece, or pieces?

**Can children** listen, respond, and vocalise chants with others?

**Can children** describe the sound of the different drum sounds using words?

**Can children** distinguish between different types of quite similar sounds?

**Can children** sort everyday objects into groups, using their varying sounds as their distinguishing feature?

# Model and Explore Vocalising and Singing – Nursery Term 1 - 3

**Can children** sing the shape of the tune (e.g. by moving their voice up and down, down and up with the song)?

**Can children** combine singing with the movements of the song?

**Can children** perform a song with others and try to move in time with the music?

**Can children** perform in two groups, each with a different musical task?

**Can children** clap the rhythm of the words they are speaking?

**Can children** listen, respond, and vocalise chants with others?

**Can children** build their understanding of the language and/or cultural differences of their classmates?

**Can children** offer their own ideas for a 'hello word' or identify the fact that they speak more than one language?

**Can children** come up with ideas for actions or movements to accompany the lyrics?

**Can children** build their confidence to speak the chant on their own?

**Can children** describe their home environment and name different family members?

# Model and Explore Vocalising and Singing – Nursery Term 1 - 3

**Can children** use their imaginations to give their soft toys a character and a voice of their own?

**Can children** create vocal sound effects and share their ideas with the group?

**Can children** sing the shape of the tune?

**Can children** think of a variety of animals to invite to the tea party, and express the sounds the animals make with their voices?

**Can children** accompany the lyrics of the chorus with Makaton signs?

**Can children** change some of the words in the song, expressing what makes them happy?

**Can children** tap the rhythm of their names whilst speaking it out?

**Can children** match the pitch of the leader in the call and response?

**Can children** combine singing with the movements of the song?

**Can children** pat a steady beat whilst speaking out the chant?

# Model and Explore Moving and Dancing – Nursery Term 1 - 3

**Can children** physically imitate the actions of musicians (e.g. pretend to play the clarinet, guitar)?

**Can children** combine singing with the movements of the song?

**Can children** perform a song with others and try to move in time with the music?

**Can children** physically imitate the actions of musicians (e.g. pretend to play the clarinet, guitar)?

**Can children** come up with ideas of actions or movements to accompany the lyrics?

**Can children** clap the rhythm of the words they are speaking?

**Can children** use their bodies to physically imitate the actions of the animals?

# Model and Explore Moving and Dancing – Nursery Term 1 - 3

**Can children** wait for musical cues and respond with movement and actions?

**Can children** physically respond to the words and the movement in the song by moving their soft toys to the music?

**Can children** respond to the song with a steady beat on ‘knock, knock, knock’?

**Can children** create a rhythmic pattern with the animal sounds they come up with?

**Can children** grasp the concept of dynamics and tempo, and associate the sounds and movements of animals with these musical elements?

**Can children** express a range of emotions with facial expressions or actions?

**Can children** create music based on a theme, using their bodies as instruments?

# Model and Explore Exploring and Playing – Nursery Term 1 – 3

**Can children** experiment with ways of playing instruments (e.g. volume (dynamics))?

**Can children** pass their instrument quietly in time to the pulse of the music?

**Can children** work cooperatively and take turns using musical instruments?

**Can children** create music based on a theme (e.g. create the sounds of the seaside)?

**Can children** perform in two groups, each with a different musical task?

**Can children** create music based on a theme (e.g. flying)?

**Can children** play their instrument in time to the beat of the music?

**Can children** work cooperatively and take turns using musical instruments and/or saying the chant?

# Model and Explore Exploring and Playing – Nursery Term 1 – 3

**Can children** create a rhythmic pattern with the animal sounds they come up with?

**Can children** create rhythms with words, using the syllables to make a rhythmic pattern?

**Can children** translate words and sounds into rhythms using instruments?

**Can children** grasp the concept of dynamics and tempo, and associate the sounds and movements of animals with these musical elements?

**Can children** play instruments with control to play loudly/quietly, (dynamics), fast/slow (tempo)?

**Can children** play along with the beat of the song?

**Can children** show an understanding of a range of different emotions?

**Can children** create music based on a theme, using their bodies as instruments?

**Can children** lead, or be led by other children, in their music making (i.e. being a conductor)?

**Can children** experiment with different ways of playing instruments e.g. exploring volume (dynamics) and speed (tempo)?

# Model and Explore Exploring and Playing – Nursery Term 1 – 3

**Can children** create visual representation of sounds?

**Can children** tap the rhythm of their names whilst speaking it out?

**Can children** work cooperatively and take turns with the drum?

**Can children** create rhythms using instruments and body percussion?

**Can children** build their confidence to play their instrument on their own?

**Can children** experiment with ways of playing instruments e.g. exploring volume (dynamics)?

**Can children** combine moving, singing, and playing instruments e.g. singing the chorus, whilst playing their instruments?

**Can children** experiment with ways of playing instruments e.g. exploring volume (dynamics), speed (tempo), and other ways of playing the instruments selected?

**Can children** listen and respond to others in pair/group music-making?

**Can children** play their instruments as an ensemble, listening to each other and communicating musically?

# Improvise and Compose – Term 1 - 3

| Reception   |
|---|
| Make up new words and actions about different emotions and feelings.                                |
| Explore making sound with voices and percussion instruments to create different feelings and moods. |
| Explore storytelling elements in the music and create a class story inspired by the piece.          |
| Make up a simple accompaniment using percussion instruments.  |
| Make up new lyrics and vocal sounds for different kinds of transport.                               |

| Reception   |
|---|
| Explore the range and capabilities of voices through vocal play.                        |
| Create a sound story using instruments to represent different animal sounds/ movements. |
| Make up new lyrics and accompanying actions.  |
| Improvise a vocal/physical soundscape about minibeasts.                                 |

| Reception  |
|--|
| Develop a song by composing new words and adding movements and props.  |
| Improvise music with different instruments, following a conductor.   |
| Compose music based on characters and stories developed through listening to Beethoven's <i>5th symphony</i> . |
| Compose a 3-beat body percussion pattern and perform it to a steady beat.                                      |
| Invent and perform actions for new verses.   |

# Improvise and Compose – Term 1 - 3

| Year 1   |
|--|
| Participate in creating a dramatic group performance using kitchen-themed props.                             |
| Compose music to march to using tuned and untuned percussion.  |
| Experiment with sounds (timbre) to create aquarium-inspired music and draw the sounds using graphic symbols. |

| Year 1   |
|--|
| Compose word patterns in groups and melodies in pairs using mi-re-do (E-D-C).          |
| Compose musical sound effects and short sequences of sounds in response to a stimulus. |
| Improvise question-and-answer conversations using percussion instruments.              |

| Year 1  |
|---|
| Create rhythm patterns, sequencing them, and 'fixing' them as compositions using simple notation. |
| Attempt to record compositions with stick and other notations.                                    |
| Create musical phrases from new word rhythms that children invent.                                |

# Improvise and Compose – Term 1 - 3

| Year 2  |
|---|
| Improvise rhythms along to a backing track using the note C or G.           |
| Compose call-and-response music.  |
| Select instruments and compose music to reflect an animal's character.      |
| Invent simple patterns using voices, body percussion, and then instruments. |
| Follow signals given by a conductor/leader.                                 |
| Structure compositional ideas into a bigger piece.                          |
| Improvise solos using instruments.  |

| Year 2   |
|--|
| Compose 4-beat patterns to create a new rhythmic accompaniment, using a looping app. |
| Improvise and compose, structuring short musical ideas to form a larger piece.       |
| Begin to understand duration and rhythm notation.                                    |
| Structure musical ideas into a whole-class composition.                              |

| Year 2   |
|--|
| Create action patterns in 2- and 3-time.         |
| Compose a soundtrack to a clip of a silent film. |
| Understand and use notes of different duration.  |
| Understand and use notes of different pitch.     |
| Understand and use dynamics.                     |

# Improvise and Compose – Optional Units for Year 1 and 2

| Year 1  | Year 2  |
|---|---|
| Explore using sound quality (timbre), dynamics, and pitch to tell a story.          | Improvise and compose a sequence of sounds in response to a given stimulus.                 |
| Compose new lyrics and create short body percussion patterns to accompany the song. | Compose an accompaniment using tuned percussion, playing chords and creating sound effects. |
| Compose new words for the greeting section of the song.                             |   |

# Sing and Play – Term 1 - 3

| Reception  |
|--|
| Sing with a sense of pitch, following the shape of the melody with their voices. |
| Mark the beat of the song with actions.  |
| Use the voice to adopt different roles and characters.                           |
| Match the pitch of a 4-note (la-so-mi-do) call-and-response song.                |
| Sing a tune with 'stepping' and 'leaping' notes.                                 |
| Play a steady beat on percussion instruments.                                    |

| Reception   |
|---|
| Develop a sense of beat by performing actions to music.   |
| Sing an action song with changes in speed.  |
| Play along with percussion instruments.   |
| Perform the story as a class.   |
| Sing and play a rising and falling melody, following the shape with voices and on tuned percussion. |
| Sing in call-and-response and change voices to make a buzzing sound.                                |
| Play an accompaniment using tuned and untuned percussion, and recognise a change in tempo.          |

| Reception   |
|---|
| Sing a song that uses a call-and-response structure.  |
| Play sea sound effects on percussion instruments.   |
| With some support, play a call-and-response phrase comprising a short, stepping tune (C-D-E). |
| Play different instruments with control.  |
| Explore dynamics with their voices and instruments.   |
| Sing a melody in waltz time and perform the actions.  |
| Transfer actions to sounds played on percussion instruments.                                  |
| Sing a song while performing a sequence of dance steps.                                       |
| Play a two-note accompaniment, playing the beat, on tuned or untuned percussion.              |

# Sing and Play – Term 1 - 3

| Year 1   | Year 1   | Year 1  |
|--|--|---|
| Sing a cumulative song from memory, remembering the order of the verses.   | Chant together rhythmically, marking rests accurately.   | Perform actions to music, reinforcing a sense of beat.  |
| Play classroom instruments on the beat.  | Play a simple ostinato on untuned percussion.  | Sing and chant songs and rhymes expressively.   |
| Copy a leader in a call-and-response song, show the shape of the pitch moving with actions, and sing using mi-re-do. | Sing an echo song while tapping the beat, and clap the rhythm of the words, understanding there is one beat for each syllable. | Sing either part of a call-and-response song.   |
| Sing a unison song rhythmically and in tune.   | Sing a simple singing game, adding actions to show a developing sense of beat.   | Play the response sections on tuned percussion using the correct beater hold.                     |
| Play percussion instruments expressively, representing the character of their composition.                           | Create, interpret, and perform simple graphic scores.  | Echo sing a line independently with teacher leading, then move on to pair singing in echo format. |

# Sing and Play – Term 1 - 3

| Year 2  |
|---|
| Play the melody on a tuned percussion instrument. |
| Sing with good diction.                           |

| Year 2   |
|--|
| Chant <i>Grandma rap</i> rhythmically and perform to an accompaniment children create.   |
| Chant and play rhythms using the durations of 'walk' (crotchet), 'jogging' (quavers), and 'shh' (crotchet rest) from stick notation. |
| Learn a clapping game to <i>Hi lo chicka lo</i> that shows the rhythm.   |
| Sing and play, performing composed pieces for an audience.   |
| Learn a simple rhythm pattern and perform it with tempo and volume changes.  |
| Learn about the musical terms <i>crescendo</i> , <i>diminuendo</i> , <i>accelerando</i> , <i>ritenuto</i> .                          |
| Follow signals from a conductor.   |

| Year 2   |
|--|
| Demonstrate an internalised sense of pulse through singing games.                              |
| Sing confidently in Polish, and play a cumulative game with spoken call-and-response sections. |
| Play an accompaniment on tuned percussion and invent a 4-beat body percussion pattern.         |

# Sing and Play – Optional Units for Year 1 and 2

| Year 1  | Year 2  |
|---|---|
| Change their voice to suit different characters while performing appropriate actions. | Sing small intervals accurately and confidently, and vary dynamic contrast. |
| Play contrasting accompaniments to reinforce the verse structure.                     | Play a piece, following a graphic score.                                    |
| Sing familiar songs in low and high voices, recognising higher and lower.             | Sing clearly articulated words, smoothly, and together in time.             |
| Play a partner clapping game while singing a song.                                    | Match voices accurately in a singing game.                                  |
| Sing a song that includes a time change from march to a jig.                          | Learn an interlocking spoken part.  |
| Play untuned percussion instruments and use movement to show the beat changing.       | Sing a rock 'n' roll-style song confidently.                                |
| Perform a song and dance simultaneously.  | Play an introduction on tuned percussion.                                   |

# Listen and Appraise – Term 1 - 3

| Reception   | Reception   | Reception   |
|---|---|---|
| Identify and describe contrasts in tempo and dynamics.                    | Develop 'active' listening skills by recognising the 'cuckoo call' in a piece of music (so-mi). | Listen to a range of sea-related pieces of music and respond with movement.   |
| Begin to use musical terms (louder/quieter, faster/slower, higher/lower). | Enjoy moving freely and expressively to music.  | Develop listening skills, identifying dynamics ( <i>forte</i> , <i>piano</i> , <i>crescendo</i> , and <i>diminuendo</i> ) across a range of different musical styles. |
| Respond to music in a range of ways (e.g. movement, talking, writing).    | Listen to music and show the beat with actions.   | Listen actively to music in 3/4 time.   |
|   | Use appropriate hand actions to mark a changing pitch.  | Find the beat and perform a clapping game with a partner.   |
|   | Listen to a piece of classical music and respond through dance.                                 | Listen to and talk about folk songs from North America.   |

# Listen and Appraise – Term 1 - 3

| Year 1   |
|--|
| Listen and move in time to the song.   |
| Respond to musical characteristics through movement.   |
| Describe the features of a march using music vocabulary (e.g. that it has a steady beat, that soldiers 'march' to music, naming the instruments playing in the clips). |
| Listen to 'Aquarium', reflecting the character of the music through movement.  |

| Year 1  |
|---|
| Recognise the difference between a pattern with notes (pitched) and without (unpitched).        |
| Listen actively by responding to musical signals and musical themes using appropriate movement. |
| Create a musical movement picture.  |
| Recognise how graphic symbols can represent sound.  |

| Year 1   |
|--|
| Respond to musical signals and musical themes using movement, matching movements to musical gestures in the piece. |
| Develop awareness of duration and the ability to move slowly to music.   |
| Create art work, drawing freely and imaginatively in response to a piece of music.                                 |
| Listen and copy rhythm patterns.   |
| Listen and copy call-and-response patterns on voices and instruments.  |

# Listen and Appraise – Term 1 - 3

| Year 2  | Year 2  | Year 2  |
|---|---|---|
| Recognise and play echoing phrases by ear.  | Show the following durations with actions: 'walk' (crotchet) and 'jogging' (quavers).   | Listen actively and mark the beat by tapping, clapping, and swinging to the music.  |
| Listen with increased concentration to sounds/music and respond by talking about them using music vocabulary, or physically with movement and dance.  | Listen and appraise, with focus and attention to detail, recalling sounds and patterns. | Listen and move, stepping a variety of rhythm patterns ('walk', 'jogging', 'skippy').   |
| Identify different qualities of sound (timbre) (e.g. smooth, scratchy, clicking, ringing, and how they are made).   | Listen to and analyse four pieces of music inspired by travel/vehicles.                 | Understand and explain how beats can be grouped into patterns and identify them in familiar songs.                            |
| Recognise and respond to changes of speed (tempo), the length of notes (duration – long/short), short/detached/smooth (articulation), and pitch (high/low) using music vocabulary, and/or movement. |   | Move freely and creatively to music using a prop.   |
|   |   | Listen and match the beat of others and recorded music, adapting speed accordingly.   |
|   |   | Listen to traditional and composed music from Poland. Begin to understand how music helps people share tradition and culture. |

# Listen and Appraise – Optional Units for Year 1 and 2

| Year 1   | Year 2   |
|--|--|
| Identify a simple song structure and rhyme pattern.  | Listen to and appraise music in a minor key, recognising small steps in the music. |
| Listen to and copy short rhythm patterns by ear. Mark rests in the song with actions, their voices, and instruments. | Listen to the music and create minibeast-inspired dance.                           |
| Listen to a jig and move in time to the music.   | Listen actively and learn about rock 'n' roll music.                               |

# Knowledge Organisers

**Nursery**

# Nursery Knowledge Organiser

| Key Vocabulary                                    |   |
|---|---|
| Fast  | Slow  |
| Loud  | Quiet   |
| Music: sounds created with instruments and vocals | Song: A set of words that are sung with music   |
| Listen:   | Audience: a group of listeners at a performance |
| Key Skills  |   |
| Performance                                       | Listening                                       |
|   | Composing                                       |

# Key Learning



**Identify different sounds:**

- Tappy
- Scrapy
- Shakey

**Materials:**

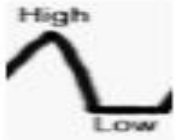
- Wood
- Metal
- Plastic

**Duration:**

- Long/short

**Singing:**

Chants and rhymes. Experience different song structures



Respond to high and low pitches



Create changes in speed and volume changes using the voice or instruments



Identify music media icons on Technology. Record sounds and change them using voice changer apps.



Respond to visual signals



Listen and move in time to a variety of music styles

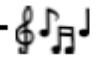



**Reception**









# EYFS LEARNING IN MUSIC




## KNOWLEDGE ORGANISER



| Overview   |  |
|--|--|
| <b>Music</b>   |  |
| <p>-In <u>Music</u>, we learn to be creative with sounds, using our imaginations to show feelings and ideas.</p> <p>-Music is about putting sounds together to create <u>melodies</u>, <u>rhythms</u> and <u>harmonies</u>.</p> <p>- Music can be made using vocal (our voices) and instrumental (using instruments) sounds.</p> <p>In <u>EYFS</u>, early Music is found in the 'Expressive Arts and Design' and 'Understanding the World' learning areas.</p> |  |

| Exploring and Using Media and Materials (a part of 'Expressive Arts and Design')   |   |  |
|--|---|--|
|   | <b>Familiar Songs</b><br>Sub-Area: Exploring and Using Media and Materials          | <b>Familiar songs</b> are songs we <u>know well</u> . They include:<br><br>Nursery Rhymes    Happy Birthday Song    Hymns<br>Christmas Carols    Theme Tunes    Simple Pop Songs   |
|   | <b>Instruments</b><br>Sub-Area: Exploring and Using Media and Materials             | <b>Musical instruments</b> are objects that are used to make <u>music</u> . Musical instruments can be made out of many objects, e.g. spoons, pans, tumblers and boxes.<br><br>Drums    Xylophone    Maracas    Triangle    Symbols<br>Tambourine    Guitar    Piano    Keyboard    Harp<br>Violin    Recorder    Harmonica    Bell    Trumpet<br>Try to identify these instruments in music that you hear.                          |
|  | <b>Using Basic Instruments</b><br>Sub-Area: Exploring and Using Media and Materials | We should know how to hold/use different instruments correctly (e.g. percussion instruments/ xylophone).<br>Using basic instruments, we can explore by: <ul style="list-style-type: none"> <li>• Investigating the different sounds they make;</li> <li>• Playing along to the beat of music;</li> <li>• Tapping out simple rhythms;</li> <li>• Changing the tempo (slow/fast), volume (loud/quiet) and pitch (high/low).</li> </ul> |

| Being Imaginative (a part of 'Expressive Arts and Design')  |   | Key Vocabulary  |
|---|---|---|
| <b>Imagination</b><br>-Using your imagination is about having new ideas!<br>-When using our imaginations, we create music that we find fun, new and interesting. We can also show emotions (how we feel). We can create music to copy familiar sounds and make new sounds.  |  |   |
| <b>Singing</b><br>-Singing <u>uses our voices to make music</u> .<br>-When singing, we can change the <u>pitch (high/low)</u> of our voice. We can also change the <u>volume (loud quiet)</u> of our voice. We can create our own songs and tunes using the above (and sometimes <u>rhyming</u> ).  |  |   |
| <b>Dancing and Moving</b><br>-When we dance, we <u>use our bodies to move to the sound of music</u> .<br>-We can move some parts of our bodies to create sounds along to the beat, for example <u>stamping our feet</u> and <u>clapping our hands</u> .<br>-We can repeat some movements in a pattern, in order to create <u>dance sequences</u> . We can also dance to <u>show emotions and copy movements</u> . |  |   |
|   |   | Music<br>Pulse/Beat<br>Voice<br>Instrument<br>Rhythm<br>Singing<br>Dancing<br>Recording<br>Pitch<br>Volume<br>Tempo |

| Technology (a part of 'Understanding the World')                                      |                   |   |
|---|-------------------|---|
|    | <b>Performing</b> | -Performing devices help us to perform and create music. Examples include microphones, speakers, and computer/tablet applications.                    |
|   | <b>Recording</b>  | -Recording devices <u>capture the sounds</u> that we make, which can then be played back. Examples include voice recorders and phone/video recorders. |
|  | <b>Playback</b>   | -Playback devices allow us to hear music after it is played. Examples include CD and DVD players, computers, televisions and smart phones/ tablets.   |

| Basic Dance Movements  |  |  |  |   |  |   |   |
|--|--|--|--|---|--|---|---|
| Clap  | Sway  | Crouch Down  | Stretch Up  | Click  | Spin  | March  | Creep  |

**Year One**

Name: .....

Class: .....

# Menu song

Year 1 Term 1

This is a cumulative song - it gets longer and longer!

Before singing warm-up your voice - just like warming up your body for PE. Practise these sounds and mouth exercises.



Pitch = lower and higher notes.

Imagine climbing up and down a ladder.

Pitch goes up (higher)

To-day is Mon-day,\_\_\_

Pitch goes down (lower)

1. To-day is Mon-day,\_\_\_



The double bass is a very big string instrument that can play very low notes. Listen for the walking bassline in the *Menu song*.



A steady beat helps us sing, perform actions and play instruments together.



1



2



3



4

Play an accompaniment to the song on an untuned percussion instrument (something you shake, tap or scrape).

shake



tap

scrape



Monday

Spaghetti



Tuesday

Chicken



Wednesday

Potatoes



Thursday

Salad



Friday

Fish



Saturday

Curry



Sunday


Roast Dinner



Genre = musical theatre

Copy (echo) a leader singing the song.



 **Rain is falling down**  
(progression song)

Ready, steady, off we go ...

Rain is falling down (splash!)  
Rain is falling down (splash!)  
Pitter patter, pitter patter,  
Rain is falling down (splash!)



A long, long time ago

*The herring song* - an old traditional folk song.



A long time ago

1968 - 'Food glorious food' from *Oliver!*

1991 - 'Be our guest' from *Beauty and the beast*.



'Food glorious food' from *Oliver!* by Lionel Bart

'Be our guest' from *Beauty and the beast* by Howard Ashman and Alan Menken



How confident do you feel singing the *Menu song* and playing in time to the steady beat?



Add a comment:



21st century - present

*Menu song* - An old song but a new version.

Name: .....

Year 1 Term 1

Class: .....

# Colonel Hathi's march

"Hup, two, three, four. Keep it up, two, three, four ...."

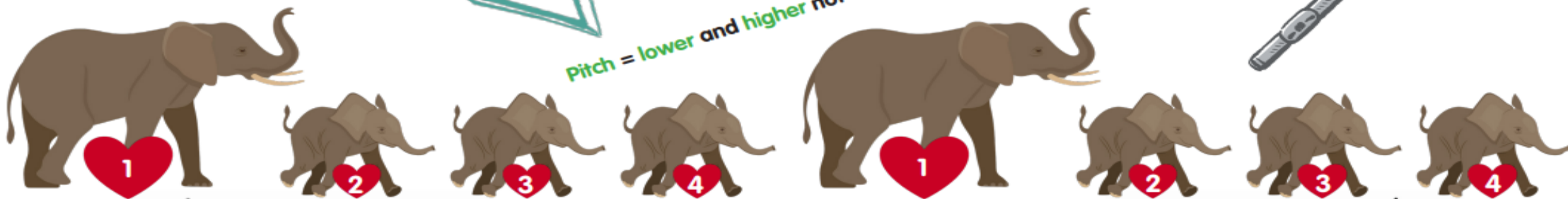
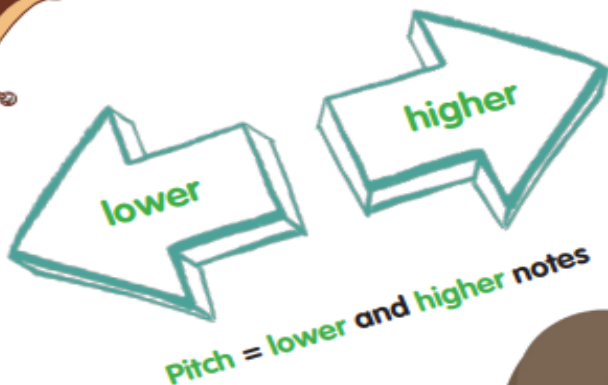
## Low instruments:

- A trombone is good at sliding up and down, and playing **low** notes.
- A tuba is a very big instrument that can play very **low** notes.

Feet, feet, feet, feet,  
Hear them marching down the street.  
Big feet, little feet,  
March and stop, hey!

## High instruments:

- A glockenspiel plays **high** notes - and there are special glockenspiels for marching bands.
- A piccolo also plays **high** notes.



Which **instruments** best match the size and voice of the big old elephants?

**Tempo** = the **speed** of the music.  
In a marching band, the drum has to play a **steady beat**, usually counting 1,2,3,4.

Which **instruments** match the small elephants best?



'March of the toy soldiers' was written in 1892 by Russian composer, Pyotr Ilyich Tchaikovsky for a ballet version of a story, *The nutcracker*.

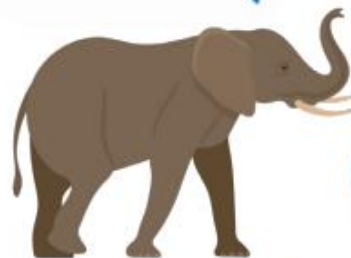


Composer = a person who writes music.

March = a walk associated with soldiers, usually to a 4-beat count.



'Colonel Hathi's march' was written by American composers, Robert and Richard Sherman for the 1967 Disney film *The jungle book*.



Ballet = a type of dance.

How confident do you feel about moving in time to a march?



In 2023, Scottish composer Patrick Doyle was asked to write a new march for the coronation of King Charles III.



Add a comment:



A long, long, long time ago



A long, long time ago



A long time ago



Present (now)

Marches have been used for hundreds of years to keep soldiers moving along together.

1892 - The nutcracker ballet.

1967 - The jungle book Disney film.

2023 - Coronation march for King Charles III.

Name: .....

Year 1 Term 1

Class: .....

# Magical musical aquarium

Untuned percussion: instruments you scrape, tap, or shake. Here are some examples ...

triangle      maracas      drum with brushes      cabasa

Your voice can make loads of vocal sounds and sing.

SWOOP

Pitch = higher and lower. In this fishy tune you play notes next to each other. This is called moving in step.



You can play tunes on xylophones, glockenspiels and chime bars - these are called tuned percussion and you need two beaters to play them.



**Dynamics** = quieter or louder  
Can you play quietly?

Down there under the sea:

- Lots to see...
- Lots of fish...
- Whales and sharks...
- Crabs and shells...



**Tempo** = faster or slower.  
Can you play slowly?

↓

♥    ♥    ♥    ♥  
C    C    C    C  
drip - drop - drip - drop



Xylophone bars are made of?

.....



Glockenspiel bars are made of?

.....

A graphic score uses pictures to remind us what to play.

A B A →

Playing your aquarium music is called section A. Singing the song is called section B. Then you repeat your aquarium music again. In music this structure is called A B A (ternary form).

Draw symbols to show your music so that you can play it next time.

Gentle ripple ...



Fishy tune that moves in step ...



Downwards swoop ...



Lots of composers have been inspired by fish and the sea .. perhaps you know some music from some fishy films ...



This is Camille Saint-Saëns (1835 - 1921). He was a French composer. He wrote lots of music including one called *Carnival of the animals*.

Genre =  
classical  
music



This is Benjamin Britten (1913 -1976). He was an English composer who loved the sea. He composed *Four sea interludes*.

How confident do you feel about composing and playing aquarium-sounding music?



Add a comment:



A long, long time ago

1886 - *Carnival of the animals* by Camille Saint-Saëns.



A long time ago

1945 - *Four sea interludes* by Benjamin Britten.

*Down there under the sea* - a modern song by Jan Faulkner.



21st Century - present

'Under the sea' from *The little mermaid*.

Name: .....

# Football

Year 1 Term 2

Class: .....

Don't clap this one back

There are 5 syllables in this rhythm.

Tap the rhythm of your name on a drum.

|         |          |       |       |
|---------|----------|-------|-------|
| Foot-   | ball     | Foot- | ball, |
|         |          |       |       |
| Run and | get your | kit   | ball. |
|         |          |       |       |

### Tap the rhythm of the *Football* chant.

Football, football, run and get your kit ball,  
 Football, football, any time at all.  
 Even when it's dark you can play it in the park,  
 Any time at all, (clap clap) football.

Football, football, run and get your kit ball,  
 Football, football, any time at all.  
 Get your trainers on your feet, you can play it in the street,  
 Any time at all, (clap clap) football.



**Pattern** = something that repeats, in music it is a group of sounds that repeat.

**Word pattern** = a group of words that repeat.

**Chant** = a rhythmic phrase that is spoken or sung by lots of people.

**Rhythm** = when you combine different length notes you create a rhythm.

**Syllable** = a beat of sound in a word. A word might have one syllable or lots. 'My' has one syllable and 'teach-er' has two. How many syllables are there in your name? \_\_\_\_\_

Play a repeating rhythm (ostinato) on an untuned percussion instrument.



tap

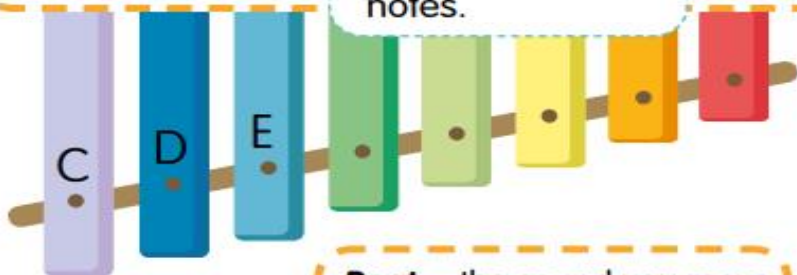
scrape



shake

Untuned percussion = a percussion instrument without notes.

Tuned percussion = a percussion instrument with notes.



Beat = the sound you move your body to when you hear music, a repeating 'pulse'.



Rain is falling down (progression song)

Ready, steady, off we go...

Rain is falling down (splash!)  
Rain is falling down (splash!)  
Pitter patter, pitter patter,  
Rain is falling down (splash!)



Sing the do-re-mi intervals with the following actions:

red = tap legs, yellow = tap knees, blue = tap toes

mi (E)      mi (E)  
re (D)      re (D)  
do (C)      do (C)

Copy (echo) a leader singing the song.

Copy (echo) a leader singing the song.



Name: .....

Class: .....

# 'Dawn' from *Sea Interludes* by Benjamin Britten

Genre = classical

Beat = a continuous steady pulse

Sailor, sailor on the sea ...  
What treasures have you brought for me?

What treasure would you bring?

Composer = a person who writes music

Dawn = the first light in the morning

Timbre = the type of sound



Benjamin Britten

- Famous English *composer*
- Born in 1913 (a few months before the start of World War 1)
- Lived by the sea in Aldeburgh, Suffolk
- Loved the sea



Aldeburgh

The UK is surrounded by sea - Perhaps you know some other sea inspired songs and music?



Flutes and violins play a high melody like birds flying.



Harp, violas and clarinets play shimmering, rising notes like ocean spray.

The rest of the orchestra play lots of notes together (chords) surging like ocean waves.



flute

violin

viola

harp

clarinet

orchestra



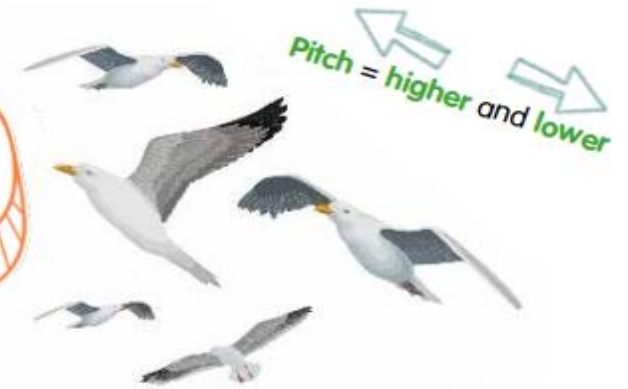
An active listener thinks and responds with movements and ideas
















**Structure** = how music is organised

This piece of music has 3 themes - a *theme* is a musical idea

Notice how seabird and ocean spray music overlap at the end.



## 'Dawn' listening map

|  |  |   |  |  |   |
|--|--|---|--|--|---|
| 0.06   | 0.38   | 0.47  | 1.04   | 1.37   | 1.50  |
| Sea birds<br> | Ocean spray<br>   | Ocean wave<br> | Sea bird<br>  | Ocean spray<br> | Ocean wave<br> |
| Played in violins and flutes   | Harp, clarinet   | Brass   |  |  |   |
| 2.18   | 2.23   | 2.39  | 2.51   | 3.01   | 3.17 fade out   |
| Sea birds<br> | Sea birds<br><br> | Sea birds<br>  | Sea birds<br><br> | Ocean wave<br>  |   |

**Idea 1:** sea birds 

**Idea 2:** ocean spray 

**Idea 3:** ocean wave 

How confident do you feel responding to musical themes and signals with appropriate movement?



Comments:

**A long, long time ago**

People used traditional songs like *Down by the bay* to tell stories of their adventures at sea.

**A long time ago**

Benjamin Britten wrote 4 *Sea Interludes: Dawn, Sunday Morning, Moonlight, Storm*. They were first performed in 1945.

**21st Century - present**

The sea continues to inspire composers all over the world, such as Hans Zimmer's music for *Pirates of the Caribbean*.

Name: .....

# Musical conversations

Year 1 Term 2

Class: .....



**Plasticine person**

Before singing, warm up your voice, just like warming up your body for PE.

What other adventures could plasticine person have? Draw your idea here.



guitar

banjo

Timbre = the kind of sound.

A musical conversation might include

- Copying 
- Question-and-answer 

**Improvise = make up music.**

**Remember!**  
Take turns, no playing at the same time.



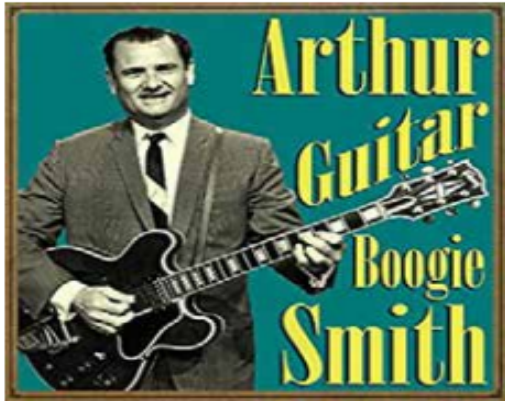
**Sequence = the order of sounds.**

**Tuned percussion**

In a musical conversation you can use instruments instead of words.

**Untuned percussion**

Just like talking, music can show your mood - happy, angry, sad, silly.



Duelling banjos was written by Arthur "Guitar Boogie" Smith in 1954. He called it *Feudin' banjos*



How confident do you feel creating sounds and symbols and playing from a graphic score? Comments:   
 ☆ ☆ ☆

Graphic score = using symbols and pictures to represent sounds.

*Duelling and fueding are different words for argument.*



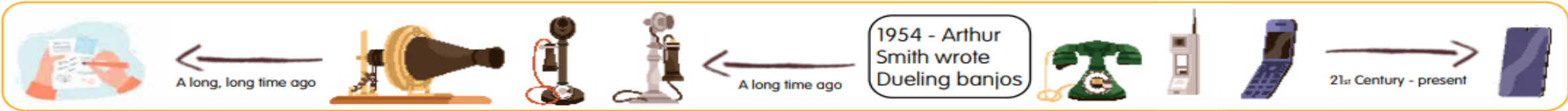
The guitar and banjo begin slowly to copy each other. It sounds like they are talking to each other. Then they each add extra notes, getting **faster** and **faster**.

**Tempo = faster and slower.**



*Our phone call* - please draw your group composition on a seperate piece of paper

|   |   |
|---|---|
| Draw the instrument you have chosen to play in your group | Draw a symbol to show the sound you will make |
| <br><br><br><br><br><br><br><br><br><br>                  | <br><br><br><br><br><br><br><br><br><br>      |



Name: .....

# Nautilus

Year 1 Term 3

Class: .....



- This is the composer of *Nautilus*, Anna Meredith.
- She is also a producer and performer.
- She is Scottish.
- Her music covers lots of different styles.
- *Nautilus* was written in 2011.

Pitch = singing or playing higher and lower sounds



A nautilus is a sea creature that has been on earth over 480 million years. It is like an octopus with a shell. Anna Meredith was walking on a beach when she had the idea for this music.

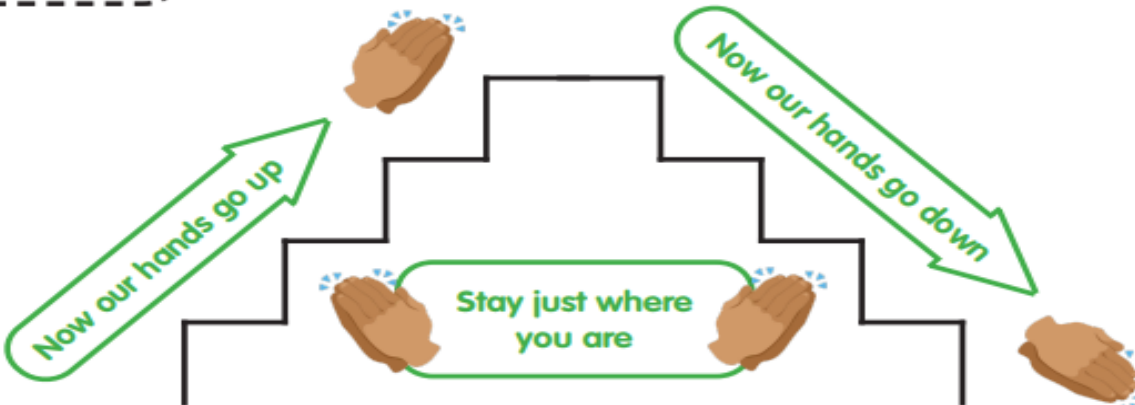


You can see and hear Anna playing a repeating pattern of notes going up on her keyboard.

Cellos belong to the string family and can play low notes.



Tubas belong to the brass family and can play very low notes.



Tempo = faster or slower

Listen for the drum kit playing a steady beat pattern.

Do some long swimming or striding actions counting 4 beats.



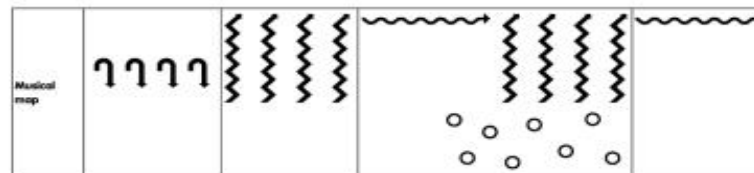
Duration = longer or shorter sounds



Listen to the music and draw what you can hear (you could split this box into sections for the different sounds).

What does the music make you think of? How does it make you feel?

Match your movement to the music. Focus on the low, high, and rising sounds in the piece. Use the listening map as a guide:



Graphic score = shapes and pictures to show musical sounds



What do you think of the different versions?

Animation

How confident do you feel responding to a piece of music using movement and art?



Add a comment:

Empty box for adding a comment.



Advertisement



Ballet



Live performance

Name: .....

Class: .....



# Cat and mouse


**duet = 2 people**

Three little mice, not very nice,  
 Throwing things and laughing at the cat.  
 Laughing at the cat, going "Ho ho ho,  
 You can't catch us cos you're much too slow."  
 Cat creeps up on tippy toe and POUNCE!  
 Uh oh!



The cat duet is a funny song. It was composed about 300 years ago. Notice how the singers communicate their feelings.

The cat and the mouse by Aaron Copland - can you move like the cat and the mouse? How are they different?

This shape means get gradually louder and getting gradually quieter

**Dynamics = quieter and louder**



Suddenly ...



**Timbre** - the type of sound. Can you change your voice to match the different cat and mouse characters?

Try a miaow sound and change the pitch of your voice, making it higher and lower.

Draw a picture of some food you like to eat. Say and clap the rhythm of the words. Try writing your food words using rhythm notation.



Show the different moods of the old grey cat and the mice with actions and expressions on your face.

Pulse = steady beat that helps us sing and play together



This is what the chant looks like using rhythm notation.



How confident do you feel singing and chanting expressively?



Add a comment:

Rhythm = the pattern of the words.

A long, long time ago  
*Duetto buffo di due gatti* (Cat duet) by Gioachino Rossini, Robert Lucas Pearsall, Christoph Ernst Friedrich Weyse

A long time ago  
*The cat and the mouse* by Aaron Copland

Present day (now)  
*Three little mice - a new song* by Steve Grocott

Name: .....

# Come dance with me

Year 1 Term 3

Class: .....

Remember to warm up your bodies and voices!

Draw a noisy picture with your voice.

Structure = verse/chorus

Chime bars are in the tuned percussion family. You can play melodies (tunes) on tuned percussion.



Oh yes we can!

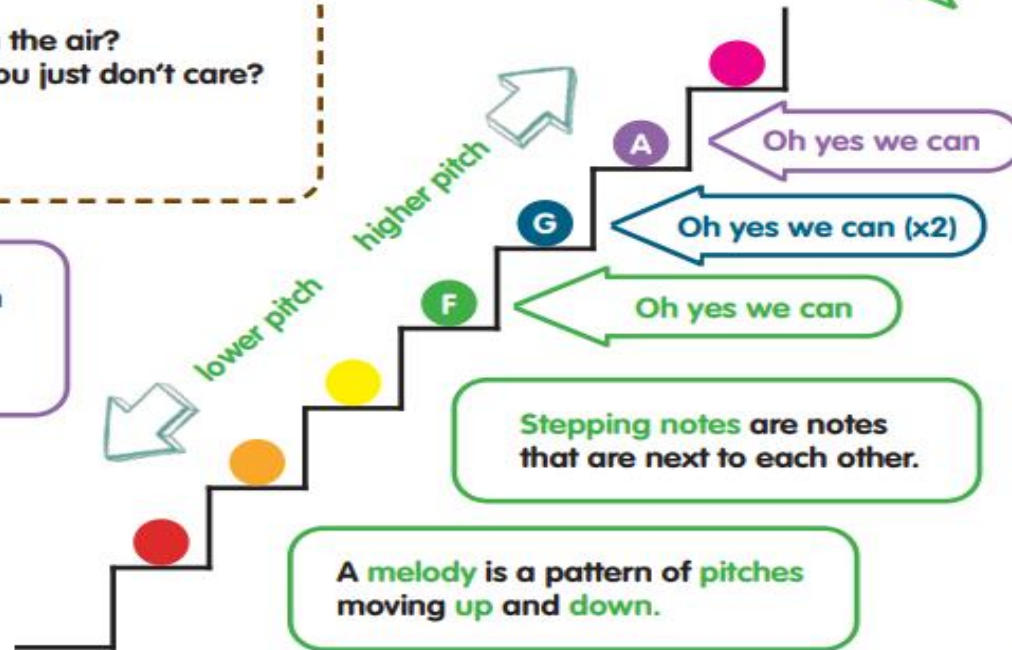
Can you wave your hands up in the air?  
Can you do a little wiggle like you just don't care?  
Come dance with me.  
Come dance with me.

Tuned percussion is played with beaters also known as mallets. You need one in each hand.



Beat is a constant pulse - like the beating heart of a song. It helps us move, sing and play together.

Go up the ladder for higher and down the ladder for lower.





**Rain is falling down**  
(progression song)

Ready, steady, off we go ...

Rain is falling down (splash!)  
Rain is falling down (splash!)  
Pitter patter, pitter patter,  
Rain is falling down (splash!)

Write your new lyrics (words) here:

Can you ...

Can you ...

**Duration = longer and shorter sounds.**

**Rhythm = patterns of longer and shorter sounds.**

**Solo** = singing on your own

What is a crotchet?



A crotchet is a one beat sound.



walk



walk



walk



walk



What are a pair of quavers?



A pair of quavers also take up one beat as they are shorter.



jogg-ing



jogg-ing



jogg-ing



jogg-ing



What is a 'rest' in music?



**Untuned percussion** = instruments without any notes like a shaker or scraper.



A 'rest' in music means keep counting the beat, but don't sing or play.

shh

1



shh

2



shh

3



shh

4



There are 2 kinds of call-and-response: copycat (echo)  question and answer 

How confident do you feel performing call-and-response patterns with your voice and on instruments?



Add a comment:

**Year Two**

Name: .....

Class: .....

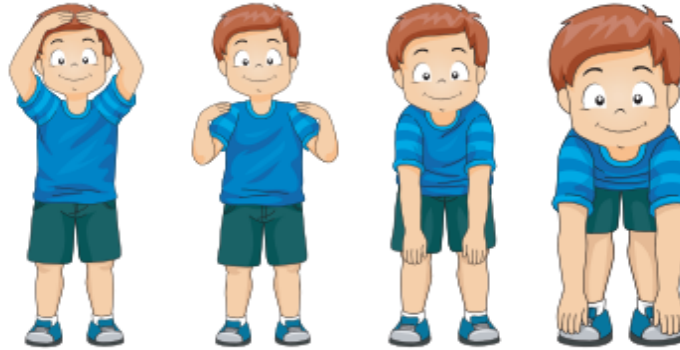
# Tony Chestnut

Year 2 Term 1

Phrase = a musical sentence.



'Tony Chestnut knows I love him'



head      shoulders      knees      toes

Melody = the tune.



To - ny      Chest - nut      knows I      love him,

## Steady beat:

The heartbeat of the music ...



Keep your actions on the beat.

## "Cuckoo call"



Higher pitch



Lower pitch

Sing your name to the 'Cuckoo call' notes.

Improvise = make it up on the spot.

Echo echo echo = copy back the song or sounds to the leader.

## Call-and-response



my turn

your turn

**Tuned percussion:**

xylophone



glockenspiel



Can you think of any more?

**Untuned percussion:**

bass drum



cymbals

castanets



Can you think of any more?

Did you know ...

Untuned and tuned instruments make up the percussion section in an orchestra.


These instruments can play a tune.



Look carefully. Can you name any of these instruments?

These instruments do not play a tune.





*Hi lo chicka lo*  
(progression song)

Hi lo chick-a lo  
chick-a lo  
chick-a lo  
Hi lo chick-a lo  
chick-a lo Hi!

How confident do you feel making up call-and-response patterns and playing the melody on tuned percussion instruments?



Add a comment:

Name: .....

Class: .....

# The carnival of the animals

Year 2 Term 1

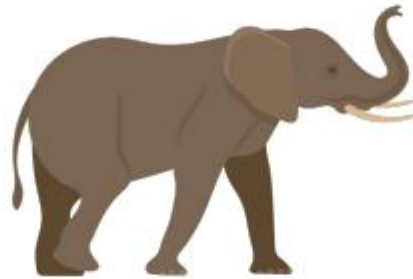


Meet the composer!  
He wrote the music.



Camille Saint-Saëns

He is from France.



Listening to music is great fun! It can make you move and dance or make you feel calm and thoughtful.



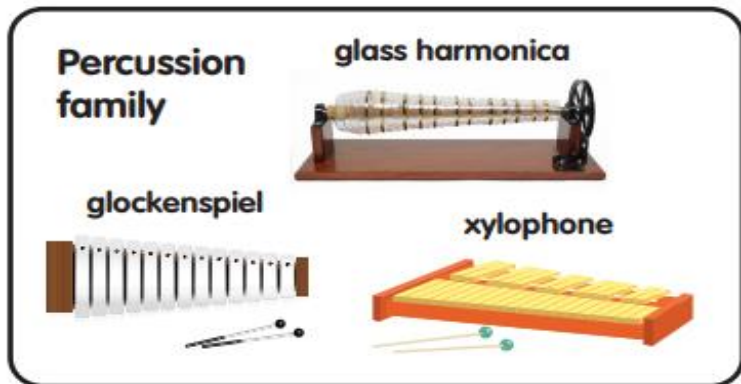
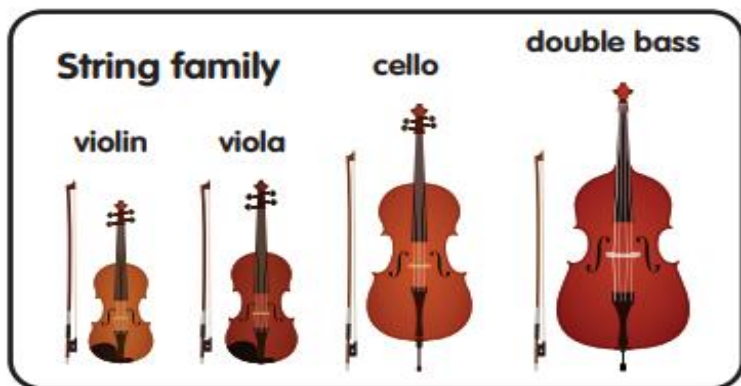
He wrote this music a long, long, time ago in 1886.

It is his most famous piece of music.

Try using these words when talking about music ...

|                 |        |        |                     |            |              |        |
|-----------------|--------|--------|---------------------|------------|--------------|--------|
| <b>dynamics</b> | quiet  | LOUD   | jumpy               | gliding    | <b>pitch</b> | higher |
| <b>tempo</b>    | slow   | fast   | short notes         | long notes | high         | low    |
|                 | slower | faster | short notes         | long notes | lower        | lower  |
|                 |        |        | <b>articulation</b> | spiky      |              |        |

Here are the instruments played in *The carnival of the animals*.



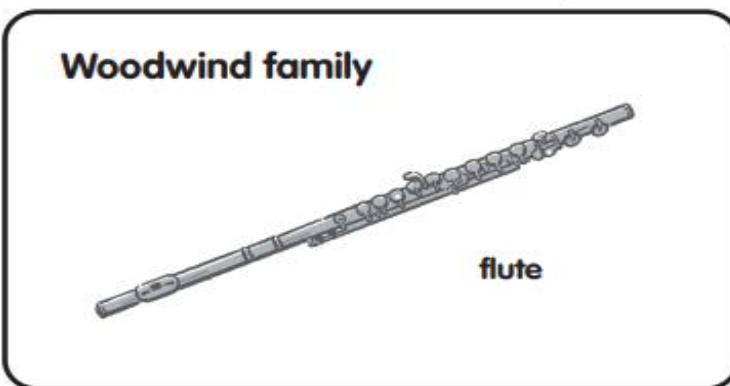
A long, long, time ago

*The carnival of the animals* was composed - 1886.

A long, long, time ago

Your great grandparents were 6 years old.

Can you name the animal these instruments played for?



A long time ago

Your grandparents were 6 years old.

21st century - present

*The lion king*, Disney.

The Kanneh-Mason family



This family of seven brothers and sisters are all musicians.

They are world famous!

Sheku Kanneh-Mason played a cello solo at the wedding of Prince Harry to Meghan Markle.

I feel confident listening to music and can respond by talking or moving.



Add a comment:

Name: .....

# Composing music inspired by bird song

Year 2 Term 1

Class: .....

**Here is a conductor.**  
 Their job is to control the orchestra or band. They decide how fast the music should be (tempo) and when the players start and stop.



A composer is a person who writes music.

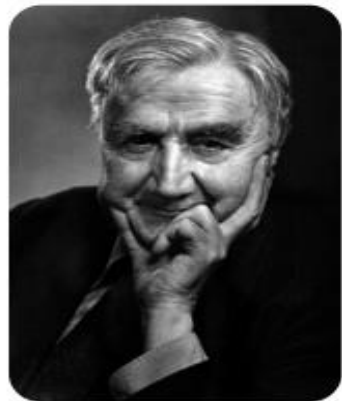


They compose a motif first: a short musical idea.

These composers were inspired by bird song:

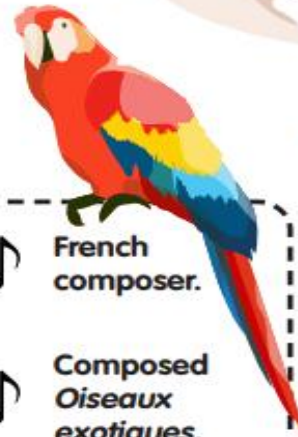
Genre:  
classical  
music

Ralph Vaughan Williams



- English composer.
- Composed *The lark ascending*.
- He played the piano and violin.

Olivier Messiaen



- French composer.
- Composed *Oiseaux exotiques*.
- He played the organ.

Ottorino Respighi



- Italian composer.
- Composed *The birds*.
- He played the violin.

# Steps to composing



**1. Explore body percussion sounds:**

pat pat  
ssh ssh  
snap snap

Add your sound ideas.

**2. Make a pattern from the sounds:**

pat pat ssh pat pat ssh

Put your sounds into a pattern.

**3. Play the pattern on an instrument:**

pat pat ssh\_ pat pat ssh\_

Choose instruments to play for your pattern.



How confident do you feel about composing simple patterns and playing them on instruments?

Add a comment:



|  |  |  |                        |
|--|--|--|------------------------|
| ←  | ←  | ←  | →                      |
| A long time ago  | A long time ago                                | A long time ago                                      | 21st century - present |
| <i>The lark ascending</i> by Ralph Vaughan Williams in 1914. | <i>The birds</i> by Ottorino Respighi in 1928. | <i>Oiseaux exotique</i> by Olivier Messiaen in 1956. |                        |

Name: .....

Class: .....

# Grandma rap

Year 2 Term 2

## Perform beat actions



Grandma grandma sick in bed



Called for the doctor and the doctor said



Grandma grandma you ain't sick



All you need is a walking stick

Beat is the continuous steady pulse in music.



1

2

3

4

1

2

3

4



clap

clap

clap

clap

clap

clap



To the



back

To the



front

To the



Side, side,  
side

To the



back

To the



front

To the



Side, side,  
side

Make up actions for these words:

grandma

sick

doctor

walking stick

up

down

back

front

side




never

college




dollar

wriggle

Music durations:


|   |               |         |
|---|---------------|---------|
|  | 2 quavers     | jogging |
|  | crotchet      | walk    |
|  | crotchet rest | shhh    |

Create rhythms use walk, jogging and shh

|   |   |   |
|---|---|---|
| jogging   | walk  | shh   |
|  |  |  |

| Beat 1 | Beat 2 | Beat 3 | Beat 4 |
|--------|--------|--------|--------|
|        |        |        |        |

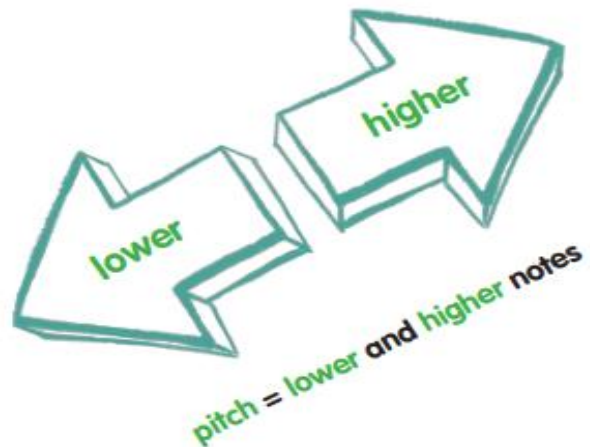
| Beat 1 | Beat 2 | Beat 3 | Beat 4 |
|--------|--------|--------|--------|
|        |        |        |        |



**Hi lo chick a lo**  
(progression song)

Hi lo chick-a lo  
chick-a lo  
chick-a lo  
Hi lo chick-a lo  
chick-a lo Hi!

Pitch is the notes in music.  
Pitch can move up and down.



Can I chant  
Grandma rap  
rhythmically and  
perform to an  
accompaniment  
I created?



Add a comment:

Name: .....

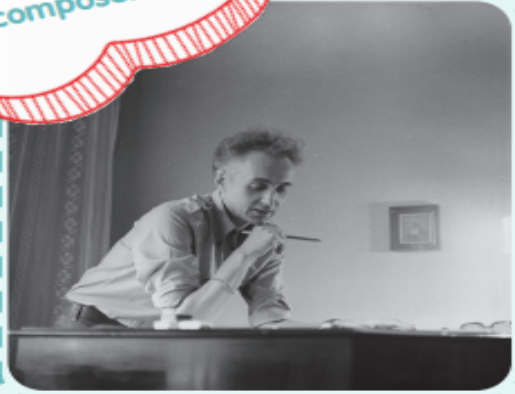
Class: .....

# Orawa

Year 2 Term 2

Meet the composer!

Wojciech Kilar

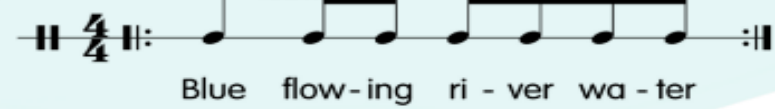


Orawa (pronounced Arva) is a huge river.

It flows through Slovakia and Poland

Kilar's music describes the rivers journey

One short idea repeated many times



- Wojciech Kilar was a composer from Poland
- He liked to compose music for films
- Kilar said about 'Orawa':

"It is the only piece in which I wouldn't change a single note"

Composers use symbols, dots and lines to write down their music. These are musical notes. Here are some examples:

- semibreve (4 beats)
- minim (2 beats)
- crotchet (1 beat)
- quaver (1/2 beat)

## String family



Violin



Cello



Double Bass

highest pitch



lowest pitch



Say hello in Polish 'witam'  
w . i . t . a . m

The beat helps  
us to move and  
dance along with  
the music



## Beat or Pulse



The heartbeat of  
the music.

## Structure

How the music is organised

## Repetition

A musical idea that repeats many times



## Call and Response

Similar to playing throw and catch but  
using sounds

## Coda

A fancy ending

Yay!

Key  
words...

## Where in history?

A long time ago

1986

Wojciech Kilar  
wrote 'Orawa'

a few  
years ago

You were born

21st Century  
present

You are in  
year 2

I feel confident to compose and structure short  
musical ideas to form a larger piece.



Comments:

Name: .....

# Trains

Year 2 Term 2

Class: .....

## A composer writes music

These composers were inspired by travel

Heitor Villa-Lobos



Edward Elgar



John Adams



Ron Goodwin



A **conductor** leads a group of musicians.

They set the speed



They signal when to start and stop



**Tempo** = speed

accelerando = getting faster



ritenuto = getting slower

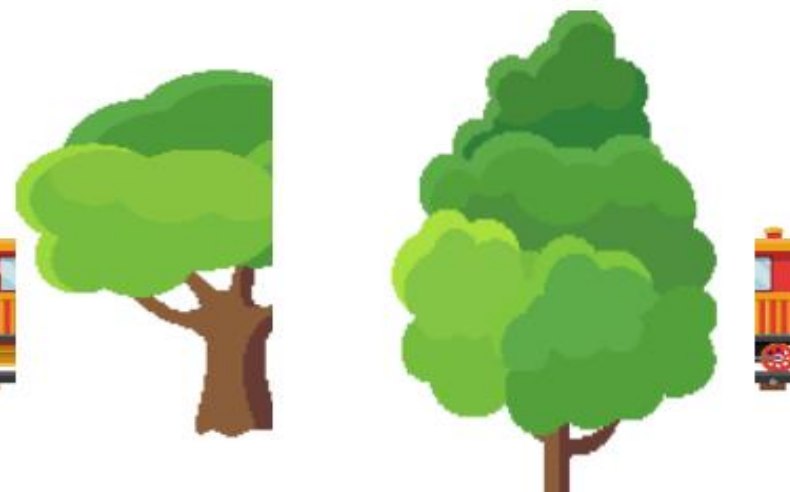


**Dynamics** = volume

crescend**O** = getting louder



Diminuendo = getting quieter



Put a 😊 by the part you play

 = slower notes

Duration = length of notes  = faster notes

Rhythms can be layered and played together



Drum 

Shaker 

Guiro 

chug-ga chug-ga chug-ga chug-ga chug-ga chug-ga chug-ga chug-ga

### Where in history?

A long time ago

**1930**

Villa-Lobos composed 'The little train' and Edward Elgar composed 'A wagon passes'

long ago

**1964**

Ron Goodwin composed 633 'Squadron'

36 years ago

**1986**

John Adam composed 'Short ride in a fast machine'

**21st century present**

You are in year 2

I feel confident playing a rhythm pattern and can make tempo and volume changes.



Comments:

Name: .....

Class: .....

# Swing-a-long with Shostakovich

Year 2 Term 3

Style =  
Jazz

Key words . . . . .

**Beat**  
A steady pulse like  
a ticking clock



**Metre**  
Beats grouped into  
regular patterns

1 - 2, 1 - 2,  
1 - 2 - 3 - 4, 1 - 2 - 3 - 4,  
1 - 2 - 3, 1 - 2 - 3

**Rhythm**  
Patterns of different  
length notes



Meet the composer



**Dmitri Shostakovich:**

- Famous composer of the mid 20th century
- He was born in Russia
- He played piano
- He composed the 'Suite for Jazz orchestra





...Is a style of music that started in New Orleans in America



In jazz music, players play solos which they make up on the spot.



I can confidently recognise a metre of 2 and 3 and use actions in time with the music.



The **polka** and the **waltz** are types of dances

**Polka** has a **metre** of 2. It feels like a march.

1 - 2 , 1 - 2 , 1 - 2

**Waltz** has a **metre** of 3. It makes you sway from side-to-side.

1 - 2 - 3 , 1 - 2 - 3 , 1 - 2 - 3



Add a comment:

A long, long, long time ago

People have danced and moved to music as entertainment for a long time.

A long, long time ago

1813 The **waltz** was first danced in Britain.

A long time ago

1938 Shostakovich wrote his *Jazz suites*.

21st Century - present

The **waltz** is danced on BBC's *Strictly come dancing*.

Name: .....

# Charlie Chaplin

Year 2 Term 3

Class: .....



A film called *The circus* was written by Charlie Chaplin.



Charlie Chaplin was a very famous actor in silent movies.  
He was a very good composer.  
He was born in London in 1889.



## Key words .....

### DURATION

The length of a note

short sounds  
ba!



long sounds  
baaaaaaaaaaaaa...

### PITCH

high notes



Style =  
film sound  
track



low notes

### DYNAMICS

Volume

fortissimo ( ff )  
very loud.

forte ( f )  
loud.

piano ( p )  
soft.

pianissimo ( pp ) shhh  
very soft.



## Which instruments are:

- Pitched or unpitched?
- Make long or short sounds?
- Make loud (forte) or quiet (piano) sounds?



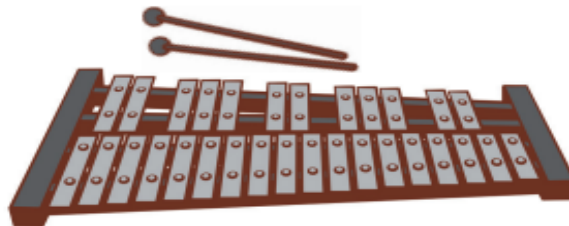
wak-a-tubes



maracas



ukulele



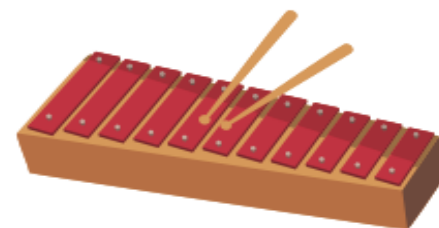
glockenspiel



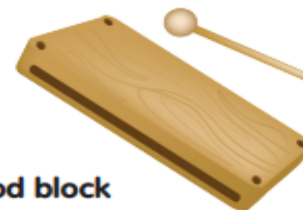
bongos



claves



xylophone



wood block



tambourine

← long, long, long time ago

People have always enjoyed being entertained by musical theatre.

← long, long time ago

1888 the first silent film was recorded.

← long, long time ago

1928 Charlie Chaplin filmed *The circus*.

← long, long time ago

1944 the world's first colour television was introduced.

→ 21st Century - present

Disney filmed *The Lion king* with real animals.

I feel confident using notes of different durations, pitch and volume when composing a soundtrack.



Add a comment:

Name: .....

# Tańczymy labada

Year 2 Term 3

Class: .....

Style = folk music

Key words .....

## PITCH

Notes on a pitched instrument have a letter name



## DURATION

Beats



4 beats in each bar = 4/4

Perform the actions below on the beat



## TIMBRE

The quality of sound made by an instrument



Guitarist/ violinist etc ... = accompaniment



## TEXTURE

Layers of sound

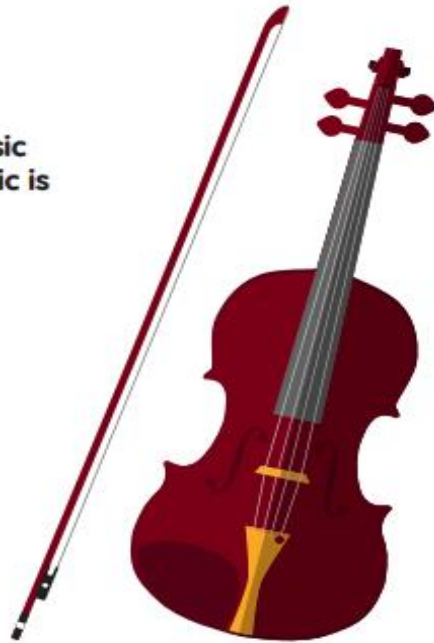
Drummer = backing beat

Singer = tune/ melody



## Folk music

Traditional music that is often old music passed down for generations. The music is linked to a place or country.



## Music of Poland



Poland has a rich tradition of music from folk music to classical.

*Tańczymy labada* and *Płynie statek* are both Polish songs.

I feel confident to play an accompaniment on percussion and invent a 4 beat body percussion pattern.



## Progression snapshot #3

*Hi lo chicka lo*  
(progression song)

Sing with added body percussion accompaniment.

## Frédéric Chopin



♪ Classical Polish composer

♪ He is famous for his piano music

Add a comment:

# Questioning

| Area of                    | Nursery/The Hub  | Reception   | Year One  | Year Two   |
|----------------------------|--|---|---|--|
| <p><b>Using voices</b></p> | <p>Can you sing a song?<br/>           What song would you like to sing?<br/>           Can you sing/talk fast/slow/loud/quiet?<br/>           Can you talk/make a sound like a....?</p> | <p>Can you make your voice high?<br/>           Can you make your voice low?<br/>           Can you make your voice slow?<br/>           Can you make your voice quick?<br/>           How will you sing this?<br/>           How does it make you feel?<br/>           What do you know?<br/>           Can you sing it by yourself?<br/>           Can you remember the missing words?</p> <p>Nursery rhymes<br/>           Christmas songs</p> | <p>Can you remember the lyrics to a song?<br/>           What is a pitch?<br/>           How do you use a singing voice?<br/>           How can you control your voice?<br/>           How do you warm up your voice?</p> | <p>What is a chant?<br/>           What is an echo?<br/>           What does call and response mean and how?<br/>           What is pitch and how can you match the pitch?<br/>           Can you make a high note? Can you make low note?<br/>           Can you make a medium?<br/>           Can you make a sound picture?<br/>           What is duration?<br/>           What is tempo?<br/>           What is the pulse?</p> |

| Area of                    | Nursery/The Hub  | Reception  | Year One   | Year Two  |
|----------------------------|--|--|--|---|
| <p>Playing Instruments</p> | <p>What happens if you hit the...?<br/>           Can you hit the drum hard/soft? Can you play it fast/slow/loud/quiet?<br/>           Can you tap/blow/hit/stroke the instrument?</p> | <p>Can you play it fast?<br/>           Can you play it slow?<br/>           Can you play it loud?<br/>           Can you play it quiet?<br/>           How do you use this instrument?<br/>           What would you use to make a rain sound?<br/>           What instrument would you play for this part of the story?<br/>           What is this called?<br/>           How does the sound make you feel?<br/>           Can you follow this body percussion pattern?</p> | <p>How do we keep a beat?<br/>           How do we keep a steady beat?<br/>           What is a rhyming pattern?<br/>           What is rhythm?<br/>           What is a beat?<br/>           What is a pattern?<br/>           What is music?<br/>           Do you know genres of music?<br/>           What are these instruments?<br/>           Can you hear different instruments?<br/>           What instruments can you hear?<br/>           What are the instrument families?<br/>           What are key strings?</p> | <p>What is a melody?<br/>           What is the pulse?<br/>           What is the rhythm?<br/>           What is the structure of the piece?<br/>           What instruments can you hear?<br/>           Can you play an open string?<br/>           Can you find a note?<br/>           What is the name of instrument?</p> |

| <b>Area of</b>   | <b>Nursery/The Hub</b>  | <b>Reception</b>   | <b>Year One</b>   | <b>Year Two</b>   |
|------------------|---|--|---|---|
| <b>Composing</b> | <p>Can you copy me?<br/>           Shall I copy you?<br/>           Is your turn or my turn?<br/>           Can you copy the pattern using taps and claps, instruments?<br/>           What pattern can you make?<br/>           What comes next on our pattern?<br/>           Can you make a noise when I show you the picture?<br/>           What noise could we make for this picture?</p> | <p>What instruments will you choose? Why?<br/>           What song will you sing?<br/>           What is your song about?<br/>           How would you make the sound of the __ in the story? What would you use to make that sound?<br/>           How can you make it better?<br/>           Can you perform it?</p> | <p>Can you compose a rhyming pattern?<br/>           What is a chorus?<br/>           What is a verse?<br/>           How can you put a song together?<br/>           How can we change the lyrics?</p> | <p>What is composing?<br/>           Can you create a rhythm?<br/>           Can you make a tune?<br/>           Can you make a melody?<br/>           Can you repeat a simple phrase?<br/>           How would you write that phase?</p> |

| Area of                                | Nursery/The Hub  | Reception  | Year One   | Year Two   |
|--|--|--|--|--|
| <p><b>Listening and Appraising</b></p> | <p>What is your favourite nursery rhyme/song/instrument/noise?<br/>           Do you like the noise/song?<br/>           Which part do you like?<br/>           What instrument am I playing?<br/>           What instrument did I play first?<br/>           What sound can you hear? What is that sound?<br/>           Is the sound loud/quiet?</p> | <p>What do you hear?<br/>           What instruments do you hear?<br/>           What does that sound remind you of?<br/>           How does it make you feel?<br/>           Can you hear a loud/quiet sound?<br/>           What part was your favourite?<br/>           Can you dance to it?<br/>           Is it fast or is it slow?</p> | <p>What instruments can you hear?<br/>           Can you hear anyone singing?<br/>           Do you like this music?<br/>           Do you like this genre of music?<br/>           Do you like this song?<br/>           Did you like your singing?</p> | <p>What is the genre of music?<br/>           What instruments can you hear?<br/>           How many voices can you hear?<br/>           What is the tempo of music?</p> |

**SEND**



# Inclusive pedagogy for all learners in Music

## How we create an inclusive environment in Music:

- Discrete music lessons, assemblies and performance.
- Using Charanga to deliver an inclusive curriculum of Music in small groups or 1:1 where possible.
- Using Music to support children in other subject areas, providing predictable, reassuring and memorable experiences.
- Use visual aids to help with vocabulary.
- Provide opportunities to expose them to a wealth of musical experiences and music genres.

## How we scaffold learning to support children who have literacy and numeracy difficulties:

- Provide visual aids to enable learners to identify instruments and musical dimensions e.g. pitch and tempo
- Using modelling, demonstrations and imitating to support learners to understand musical concepts.
- Create a pictorial representations of a composition to provide a form of non-verbal communication

## How we scaffold learning to support children who struggle to retain vocabulary:

- Each lesson, recap vocabulary learned to date.
- Provide visual word banks.
- Use Photographs of instruments to help identify them.
- Use pictorial word banks to help understand the meaning of the musical dimensions.
- Drip feed vocabulary through school day and where appropriate.

### How we scaffold learning to support children who need time to develop conceptual understanding:

- Break content into small steps and allow time for guided practice of each step to build up conceptual understanding.
- Create small group opportunities to enable learners to develop understanding with closer adult intervention.
- Maximise opportunities to model, demonstrate and imitate in to encourage active participation through a scaffold experience.

### How we scaffold learning to support children with attention difficulties:

- Consider the layout of the learning environment to engage all learners and maximise access to resources. Circles and groups can be a barrier depending on the needs of a child.
- Pre- expose children to the lesson content e.g. vocabulary or photographs of instruments.
- Consider sources of distraction, too many tasks or unstructured group work.
- Give them a particular job or role to keep them engaged and promote active participation.
- Give short movement breaks or opportunities to break from the learning environment.

### How we support children who struggle with change and transitions:

- Consider the size of the group and be mindful that it may be beneficial for small groups or individual work.
- Pre-expose them to the lesson content and opportunities to play instruments in a quiet space.
- Use ear defenders to help participate in lessons with confidence.
- Create opportunities for children to have physical contact with instruments especially if children have difficulty hearing.
- Use visual prompts to help them to understand what is coming next and include a break prompt card if they need to step out of the learning environment.

# Assessment

# Pre-Nursery and Nursery





# Working Towards END OF YEAR EXPECTATIONS FOR NURSERY

| Names  |  |  |  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|--|--|--|
| <b>Sings a couple of well-known nursery rhymes and songs</b> |  |  |  |  |  |  |  |  |  |  |
| <b>Performs songs in front of peers</b>                      |  |  |  |  |  |  |  |  |  |  |
| <b>Dances to music and beats</b>                             |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |

**Expected for END OF NURSERY and baseline for Reception**

| Names  |  |  |  |  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|--|--|--|--|
| <b>Retells simple narratives and stories with their peers and teachers</b> |  |  |  |  |  |  |  |  |  |  |  |
| <b>Sing some well-known nursery rhymes and songs</b>                       |  |  |  |  |  |  |  |  |  |  |  |
| <b>Performs songs and rhymes in front of their peers</b>                   |  |  |  |  |  |  |  |  |  |  |  |
| <b>Is starting to dance appropriately to music and beats</b>               |  |  |  |  |  |  |  |  |  |  |  |

# Reception

**Expected for END OF NURSERY and baseline for Reception**

**Names**

|  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|
|  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|

**Retells simple narratives and stories with their peers and teachers**

|  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|
|  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|

**Sing some well-known nursery rhymes and songs**

|  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|
|  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|

**Performs songs and rhymes in front of their peers**

|  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|
|  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|

**Is starting to dance appropriately to music and beats**

|  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|
|  |  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|--|



# Working AT EARLY LEARNING GOAL

| Names  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|
| Invent, adapt and recount narratives and stories with peers and their teachers                               |  |  |  |  |  |  |
| Sing a range of well-known nursery rhymes and songs  |  |  |  |  |  |  |
| Perform songs, rhymes, poems and stories with others, and (When appropriate) try to move in time with music. |  |  |  |  |  |  |

## Working above THE EARLY LEARNING GOAL

| Names  |  |  |  |  |  |  |
|--|--|--|--|--|--|--|
| <b>Invent, adapt and recount narratives and stories with peers and their teachers adding more details and depth to the story</b> |  |  |  |  |  |  |
| <b>Sing a range of well-known nursery rhymes and songs using the correct pitch</b>   |  |  |  |  |  |  |
| <b>Perform songs, rhymes, poems and stories using a high level of with others, and moves in time with music.</b>                 |  |  |  |  |  |  |

**KS1**

## Working TOWARDS THE EXPECTED STANDARD(sing and play)

|   |  |  |  |  |  |
|---|--|--|--|--|--|
| Names   |  |  |  |  |  |
| Sing a cumulative song from memory, remembering the order of the verses. Play classroom instruments on the beat.  |  |  |  |  |  |
| Copy a leader in a call and-response song, show the shape of the pitch moving with actions, and sing using mi-re-do.  |  |  |  |  |  |
| Sing a unison song rhythmically and in tune.  |  |  |  |  |  |
| Play percussion instruments expressively, representing the character of their composition.  |  |  |  |  |  |
| Chant together rhythmically, marking rests accurately.  |  |  |  |  |  |
| Play a simple ostinato on untuned percussion.   |  |  |  |  |  |
| Sing an echo song while tapping the beat, and clap the rhythm of the words, understanding there is one beat for each syllable.  |  |  |  |  |  |
| Sing a simple singing game, adding actions to show a developing sense of beat.  |  |  |  |  |  |
| Create, interpret, and perform simple graphic scores.   |  |  |  |  |  |
| Perform actions to music, reinforcing a sense of beat.  |  |  |  |  |  |
| Sing and chant songs and rhymes expressively. Sing either part of a call and-response song.   |  |  |  |  |  |
| Play the response sections on tuned percussion using the correct beater hold. Echo sing a line independently with teacher leading, then move on to pair singing in echo format. |  |  |  |  |  |

## Working TOWARDS THE EXPECTED STANDARD (Listen and appraise)

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| Names  |  |  |  |  |  |
| Listen and move in time to the song.   |  |  |  |  |  |
| Respond to musical characteristics through movement.   |  |  |  |  |  |
| Describe the features of a march using music vocabulary (e.g. that it has a steady beat, that soldiers 'march' to music, naming the instruments playing in the clips). |  |  |  |  |  |
| Listen to 'Aquarium', reflecting the character of the music through movement.  |  |  |  |  |  |
| Recognise the difference between a pattern with notes (pitched) and without (unpitched).   |  |  |  |  |  |
| Listen actively by responding to musical signals and musical themes using appropriate movement.  |  |  |  |  |  |
| Create a musical movement picture.   |  |  |  |  |  |
| Recognise how graphic symbols can represent sound.   |  |  |  |  |  |
| Respond to musical signals and musical themes using movement, matching movements to musical gestures in the piece.   |  |  |  |  |  |
| Develop awareness of duration and the ability to move slowly to music.   |  |  |  |  |  |
| Create art work, drawing freely and imaginatively in response to a piece of music.   |  |  |  |  |  |

## Working TOWARDS THE EXPECTED STANDARD

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|--|--|--|--|--|--|
| Names  |  |  |  |  |  |
| Listen and copy rhythm patterns.   |  |  |  |  |  |
| Listen and copy call-and response patterns on voices and instruments.  |  |  |  |  |  |
| Improvise and Compose  |  |  |  |  |  |
| Participate in creating a dramatic group performance using kitchen themed props.                             |  |  |  |  |  |
| Compose music to march to using tuned and untuned percussion   |  |  |  |  |  |
| Experiment with sounds (timbre) to create aquarium-inspired music and draw the sounds using graphic symbols. |  |  |  |  |  |
| Compose word patterns in groups and melodies in pairs using mi-re-do (E-D-C).                                |  |  |  |  |  |
| Compose musical sound effects and short sequences of sounds in response to a stimulus.                       |  |  |  |  |  |
| improvise question-and answer conversations using percussion instruments.                                    |  |  |  |  |  |
| Create rhythm patterns, sequencing them, and 'fixing' them as compositions using simple notation.            |  |  |  |  |  |
| Attempt to record compositions with stick and other notations.   |  |  |  |  |  |
| Create musical phrases from new word rhythms that children invent.   |  |  |  |  |  |

Working AT THE EXPECTED STANDARD (Play and sing)

|   |  |  |  |  |  |
|---|--|--|--|--|--|
| <b>Names</b>  |  |  |  |  |  |
| <b>Play the melody on a tuned percussion instrument.</b>  |  |  |  |  |  |
| <b>Sing with good diction.</b>  |  |  |  |  |  |
| <b>Chant Grandma rap rhythmically and perform to an accompaniment children create.</b>  |  |  |  |  |  |
| <b>Chant and play rhythms using the durations of 'walk' (crotchet), 'jogging' (quavers), and 'shh' (crotchet rest) from stick notation.</b> |  |  |  |  |  |
| <b>Learn a clapping game to Hi lo chicka lo that shows the rhythm.</b>  |  |  |  |  |  |
| <b>Sing and play, performing composed pieces for an audience.</b>   |  |  |  |  |  |
| <b>Learn a simple rhythm pattern and perform it with tempo and volume changes.</b>  |  |  |  |  |  |
| <b>Learn about the musical terms crescendo, diminuendo, accelerando, ritenuto.</b>  |  |  |  |  |  |
| <b>Follow signals from a conductor.</b>   |  |  |  |  |  |
| <b>Demonstrate an internalised sense of pulse through singing games.</b>  |  |  |  |  |  |
| <b>Sing confidently in Polish, and play a cumulative game with spoken call and-response sections</b>  |  |  |  |  |  |
| <b>Play an accompaniment on tuned percussion and invent a 4-beat body percussion pattern.</b>   |  |  |  |  |  |

Working AT THE EXPECTED STANDARD (Listen and appraise)

|  |  |  |  |  |  |
|--|--|--|--|--|--|
| <b>Names</b>   |  |  |  |  |  |
| <b>Recognise and play echoing phrases by ear</b>   |  |  |  |  |  |
| <b>Listen with increased concentration to sounds/music and respond by talking about them using music vocabulary, or physically with movement and dance.</b>  |  |  |  |  |  |
| <b>Identify different qualities of sound (timbre) (e.g. smooth, scratchy, clicking, ringing, and how they are made).</b>   |  |  |  |  |  |
| <b>Recognise and respond to changes of speed (tempo), the length of notes (duration – long/ short), short/detached/ smooth (articulation), and pitch (high/low) using music vocabulary, and/or movement.</b> |  |  |  |  |  |
| <b>Show the following durations with actions: ‘walk’ (crotchet) and ‘jogging’ (quavers).</b>   |  |  |  |  |  |
| <b>Listen and appraise, with focus and attention to detail, recalling sounds and patterns.</b>   |  |  |  |  |  |
| <b>Listen to and analyse four pieces of music inspired by travel/vehicles.</b>   |  |  |  |  |  |
| <b>Listen actively and mark the beat by tapping, clapping, and swinging to the music.</b>  |  |  |  |  |  |
| <b>Listen and move, stepping a variety of rhythm patterns (‘walk’, ‘jogging’, ‘skipty’).</b>   |  |  |  |  |  |
| <b>Understand and explain how beats can be grouped into patterns and identify them in familiar songs.</b>  |  |  |  |  |  |

Working AT THE EXPECTED STANDARD

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|---|--|--|--|--|--|
| <b>Names</b>  |  |  |  |  |  |
| <b>Move freely and creatively to music using a prop.</b>  |  |  |  |  |  |
| <b>Listen and match the beat of others and recorded music, adapting speed accordingly.</b>  |  |  |  |  |  |
| <b>Listen to traditional and composed music from Poland. Begin to understand how music helps people share tradition and culture</b> |  |  |  |  |  |
| <b>Improvise and compose</b>  |  |  |  |  |  |
| <b>Improvise rhythms along to a backing track using the note C or G.</b>  |  |  |  |  |  |
| <b>Compose call-and-response music.</b>   |  |  |  |  |  |
| <b>Select instruments and compose music to reflect an animal's character.</b>   |  |  |  |  |  |
| <b>Invent simple patterns using voices, body percussion, and then instruments.</b>  |  |  |  |  |  |
| <b>Follow signals given by a conductor/leader.</b>  |  |  |  |  |  |
| <b>Structure compositional ideas into a bigger piece.</b>   |  |  |  |  |  |
| <b>Improvise solos using instruments</b>  |  |  |  |  |  |

Working AT THE EXPECTED STANDARD

| Names   |  |  |  |  |  |
|---|--|--|--|--|--|
| <b>Compose 4-beat patterns to create a new rhythmic accompaniment, using a looping app.</b> |  |  |  |  |  |
| <b>Improvise and compose, structuring short musical ideas to form a larger piece.</b>       |  |  |  |  |  |
| <b>Begin to understand duration and rhythm notation.</b>                                    |  |  |  |  |  |
| <b>Structure musical ideas into a whole-class composition</b>                               |  |  |  |  |  |
| <b>Create action patterns in 2- and 3-time.</b>   |  |  |  |  |  |
| <b>Compose a soundtrack to a clip of a silent film.</b>                                     |  |  |  |  |  |
| <b>Understand and use notes of different duration.</b>                                      |  |  |  |  |  |
| <b>Understand and use notes of different pitch.</b>   |  |  |  |  |  |
| <b>Understand and use dynamics.</b>   |  |  |  |  |  |