

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<p>Me</p> <ul style="list-style-type: none"> Find the pulse. Copy-clap the rhythm of names. Explore high sounds and low sounds using voices and glockenspiels. 	<p>My Stories</p> <ul style="list-style-type: none"> Find the pulse as one of the characters from the song Copy-clap the rhythm of small phrases from the songs. Explore high pitch and low pitch in the context of the songs. Invent a pattern to go with a song using one note. 	<p>Everyone!</p> <ul style="list-style-type: none"> Invent ways to find the pulse. Copy-clap some rhythms of phrases from the songs. Explore high pitch and low pitch in the context of the songs. Use the starting note to explore melodic patterns using one or two notes. 	<p>Our World</p> <ul style="list-style-type: none"> Find the pulse and show others your ideas. Copy-clap some rhythms of phrases from the songs. Explore high pitch and low pitch using the images from the songs. Use the starting note to explore melodic patterns using one or two notes. 	<p>Big Bear Funk</p> <ul style="list-style-type: none"> Find a funky pulse Copy-clap 3- or 4-word phrases from the song. Keep the beat of the song with a pitched note. Enjoy playing patterns using a combination of any of the three notes C, D and E. 	<p>Reflect, Rewind and Replay</p> <p>Revision of all previous skills</p>
Year 1	<p>Charanga: Hey You</p> <ul style="list-style-type: none"> Find the pulse as they are listening and know that it is the heartbeat of the music Recognise and name two or more instruments they hear: male vocal, bass, guitar, drums March in time with a beat Copy back a simple clapped rhythm Compose a simple melody and use as part of a performance. 	<p>Nativity play</p> <p>use their voices expressively and creatively by singing songs and speaking chants and rhymes</p>	<p>Charanga: Rhythm in the way you walk / Banana rap</p> <ul style="list-style-type: none"> Find the pulse as they are listening and know that it is the heartbeat of the music Recognise and name two or more instruments they hear: singers, keyboard, bass, guitar, percussion, trumpets, saxophone Start to understand pitch is high and low sounds. March in time with a beat Copy and clap back a simple rhythm Compose a simple melody and use as part of a performance. 	<p>Charanga: in the groove</p> <ul style="list-style-type: none"> Find the pulse as they are listening and know that it is the heartbeat of the music Identify five different musical styles: Blue, Baroque, Latin, Irish Folk Folk. March in time with a beat Copy and clap back a simple rhythm Compose a simple melody and use as part of a performance. 	<p>Charanga: Round and Round</p> <ul style="list-style-type: none"> Find the pulse as they are listening and know that it is the heartbeat of the music Recognise and name two or more instruments they hear: singers, keyboard, bass, guitar, percussion, trumpets, saxophone March in time with a beat Copy and clap back a simple rhythm Compose a simple melody and use as part of a performance. 	<p>Charanga: Your Imagination</p> <ul style="list-style-type: none"> Find the pulse as they are listening and know that it is the heartbeat of the music Recognise and name two or more instruments they hear: female singers, keyboard, drum, bass March in time with a beat Copy and clap back a simple rhythm Compose a simple melody and use as part of a performance. Sign in unison and two parts
Year 2	<p>Charanga: Friendship Song</p> <ul style="list-style-type: none"> Find the pulse and know the unit is about being friends Recognise and name two or more instruments they hear (keyboard, drums brass, female singer and glockenspiel) Copy and clap back a rhythm Compose a simple rhythm and use as part of a performance 	<p>Nativity play</p> <ul style="list-style-type: none"> use their voices expressively and creatively by singing songs and speaking chants and rhymes 	<p>Charanga: Hands, feet, heart</p> <ul style="list-style-type: none"> Find the pulse as they are listening and understand it is the heartbeat of the music Recognise and name two or more instruments they hear (keyboard, brass, drums, electric guitar, saxophone, trumpet and vocals) Copy and clap back a rhythm Compose a simple rhythm and use as part of a performance 	<p>Charanga: I wanna play in a band</p> <ul style="list-style-type: none"> Find the pulse and know the unit is about Rock music Recognise and name two or more instruments they hear (keyboard, brass, drums, electric guitar, vocals) Copy and clap back a rhythm Compose a simple rhythm and use as part of a performance 	<p>Charanga: Zootime</p> <ul style="list-style-type: none"> Find the pulse and know the unit is about Reggae music Recognise and name two or more instruments they hear (keyboard, drums brass, electric guitar, vocals) Copy and clap back a rhythm Compose a simple rhythm and use as part of a performance 	<p>Charanga: Reflect and rewind</p> <p>Revision of prior skills</p>
Year 3	Brass Lessons					

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 4	<p>Charanga: Mamma Mia</p> <ul style="list-style-type: none"> - Identify the piece's structure: Intro, verse, bridge, chorus, introduction, verse, bridge, chorus. - Identify the instruments/voices: Keyboard sounds imitating strings, a glockenspiel playing as a keyboard, electric guitar, bass, drums. - Find the pulse whilst listening - Singing in unison. - Play instrumental parts accurately and in time, as part of the performance - Compose a simple melody using simple rhythms and use it as part of the performance. Using the notes: G, A + B - Contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition 	<p>Christmas Carols</p> <p>play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression</p>	<p>Charanga: Stop</p> <ul style="list-style-type: none"> - Identify the structure: Intro and 6 rapped verses, each with a sung chorus. - Identify the instruments/voices: Digital/electronic sounds, turntables, synthesizers, drums. - Find the pulse whilst listening and identify tempo changes, changes in dynamics and texture - Singing in unison and in parts - Compose own rapped lyrics • Contribute to the performance by singing, playing an instrumental part, improvising or by performing their own composition 	<p>Charanga: Lean on Me</p> <ul style="list-style-type: none"> - Identify the piece's structure: Intro, verse 1, chorus, verse 2, bridge, chorus, bridge, verse 3, outro. - Identify the instruments/voices: Male vocal, backing vocal, piano, bass, drums, organ. - Find the pulse whilst listening and identify tempo changes, changes in dynamics and texture - Singing in unison. - Play instrumental parts accurately and in time, as part of the performance - Compose a simple melody using simple rhythms and use it as part of the performance. - Contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition 	<p>Charanga: Blackbird</p> <ul style="list-style-type: none"> - Identify the themes: Equality, civil rights. - Identify instruments/voices: Solo male vocals in the verses, another male vocal in the choruses, acoustic guitar, percussion, birdsong - Singing in unison. - Play instrumental parts accurately and in time, as part of the performance - Compose a simple melody using simple rhythms and use it as part of the performance. • Contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition 	<p>Ten pieces: develop an understanding of the history of music.</p> <p>GEORGE FREDERICK HANDEL (1685 – 1759) Zadok the Priest</p> <p>ANNA MEREDITH (b.1978) Connect It</p> <p>Edvard Grieg – (1843 – 1907) In the Hall of the Mountain King from 'Peer Gynt'</p>
Year 5	<p>Charanga: Livin' on a prayer</p> <ul style="list-style-type: none"> - Identify the piece's structure: Intro, verse 1, bridge, chorus, intro, verse 2, bridge, chorus, guitar solo, bridge, chorus. - Identify the instruments/voices: Lead vocal, electric guitar, bass guitar, drums, keyboard. - Find the pulse whilst listening - Singing in unison - Play instrumental parts accurately and in time as part of the performance - Compose a melody using simple rhythms and use as part of the performance - Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition 	<p>Christmas Carols</p> <ul style="list-style-type: none"> - play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression 	<p>Charanga: Make you feel my love</p> <ul style="list-style-type: none"> - Identify the piece's structure: Piano intro, verse 1, verse 2, chorus, verse 3, interlude, chorus, verse 4 with tag ending. - Identify the instruments/voices: Strings, piano, guitar, bass, drums. - Find the pulse, tempo, dynamics and texture - Sing in unison - Play instrumental parts accurately and in time as part of the performance - Compose a melody using simple rhythms and use as part of the performance. - Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition 	<p>Charanga: The Fresh Prince of Bel Air</p> <ul style="list-style-type: none"> - Identify the piece's structure: Piano intro, verse 1, verse 2, chorus, verse 3, interlude, chorus, verse 4 with tag ending - Identify the instruments and voices: Loops, samples, decks, scratching, drums, bass, synthesizer, rapper. - Find the pulse, tempo, dynamics and texture whilst listening. - Sing in unison - Play instrumental parts accurately and in time as part of the performance - Compose a melody using simple rhythms and use as part of the performance - Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition 	<p>Charanga: Dancing in the street</p> <ul style="list-style-type: none"> - Identify the piece's structure: Intro, verse 1, chorus, bridge, verse 2, chorus, bridge, verse 3. - Identify instruments/voices: Female voice and female backing vocals, keyboard, drums, bass guitar (rhythm section), brass section (trumpet, trombone and sax). - Find the pulse, tempo, dynamics and texture whilst listening. - Sing in unison - Play instrumental parts accurately and in time as part of the performance - Compose a melody using simple rhythms and use as part of the performance - Children can contribute to the performance by singing, playing an instrumental part, 	<p>Ten pieces: develop an understanding of the history of music.</p> <ul style="list-style-type: none"> - GUSTAV HOLST (1874 – 1934) 'Mars' from 'The Planets' - BBC Teach
Year 6	<p>Charanga: Happy</p> <ul style="list-style-type: none"> - Describe the structure of the song. - Identify the instruments/voices they can hear. - Talk about the musical dimensions used in the song. - Compose a melody using simple rhythms and use as part of the performance. - Play instrumental parts accurately and in time as part of the performance - Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition 	<p>Ten pieces: develop an understanding of the history of music.</p> <ul style="list-style-type: none"> - Delia Derbyshire (1937-2001) – Doctor Who Theme (original theme by Ron Grainer) - WOLFGANG AMADEUS MOZART (1756 - 1791) Horn Concerto No. 4 (3rd movement) - JOHN ADAMS (b. 1947) Short Ride in a Fast Machine 	<p>Charanga: A New Year Carol</p> <ul style="list-style-type: none"> - Describe the style indicators of the song/music. - Describe the structure of the song. - Identify the instruments/voices they can hear. - Talk about the musical dimensions used in the song. - Describe the mood and story told - Singing in unison - Children can contribute to the performance by singing, playing an instrumental part, improvising or by performing their composition 	<p>Charanga: You've got a Friend</p> <ul style="list-style-type: none"> - Describe the structure of the song. - Identify the instruments/voices they can hear. - Talk about the musical dimensions used in the song. - Compose a melody using simple rhythms and use as part of the performance - Sing in unison - Play instrumental parts accurately and in time as part of the performance. 	<p>Charanga: Music and Me</p> <ul style="list-style-type: none"> - Talk about the music of the featured artist - Talk about any musical connection with previous knowledge and understanding - Plan, write, perform and evaluate a composition 	<p>Leavers Production</p> <ul style="list-style-type: none"> - play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression

