

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
YR	<p><u>Topic – Nursery Rhymes</u> NC big ideas:</p> <p>Specific knowledge</p> <ul style="list-style-type: none"> Variety of nursery rhymes <p>Specific skills:</p> <ul style="list-style-type: none"> To be able to sing songs To sing as a group To listen, remember and repeat <p>Links:</p> <p>Visits/Experiences: Number of lessons: 6</p>	<p><u>Topic – Sounds interesting</u> NC big ideas:</p> <p>Specific knowledge</p> <ul style="list-style-type: none"> To develop an awareness of different sounds. To use different vocabulary for describing sounds To learn a new song <p>Specific skills:</p> <ul style="list-style-type: none"> To listen carefully to different instruments and the sounds they make To manipulate instruments to make different sounds. To develop time keeping and pulse <p>Links:</p> <p>Visits/Experiences: Number of lessons: 5</p>	<p><u>Topic – Feel the Pulse</u> NC big ideas:</p> <p>Specific knowledge</p> <ul style="list-style-type: none"> To understand what a pulse is and feels like To build upon their knowledge of instruments. <p>Specific skills:</p> <ul style="list-style-type: none"> To learn how to use percussion instruments To use our body and movement to feel the pulse To be able to tap, shake, scrap different instruments. To learn very simple rhythmic patterns <p>Links:</p> <p>Visits/Experiences: Number of lessons: 5</p>	<p><u>Topic – Growth and changes</u> NC big ideas:</p> <p>Specific knowledge</p> <ul style="list-style-type: none"> To develop basic knowledge of dynamics and how they can change To listen to different sounds <p>Specific skills:</p> <ul style="list-style-type: none"> To use images to compose a piece of music using body percussion to represent changes. To be able to apply dynamic changes in their composition <p>Links:</p> <p>Visits/Experiences: Number of lessons: 5</p>	<p><u>Topic – Fairy Tales Assembly</u> NC big ideas:</p> <p>Specific knowledge</p> <ul style="list-style-type: none"> To learn different types of songs <p>Specific skills:</p> <ul style="list-style-type: none"> To be able to sing songs melodically To sing as a group To listen, remember and repeat To know when to begin and when to stop singing To learn how to sing well using good technique <p>Links:</p> <p>Visits/Experiences: Number of lessons: 5</p>	<p><u>Topic – Going Places</u> NC big ideas:</p> <p>Specific knowledge</p> <ul style="list-style-type: none"> To learn different types of songs To develop basic knowledge of dynamics and how they can change To work together to decide which instruments to use <p>Specific skills:</p> <ul style="list-style-type: none"> To be able to sing songs melodically To sing as a group To listen, remember and repeat To know when to begin and when to stop singing To learn how to sing well using good technique <p>Links:</p> <p>Visits/Experiences: Number of lessons: 6</p>

<p>Y1</p>	<p><u>Topic - Keeping Time</u> NC big ideas:</p> <ul style="list-style-type: none"> To play tuned and untuned instruments musically To listen with concentration and understanding to a range of high-quality live and recorded music. <p>Specific knowledge:</p> <ul style="list-style-type: none"> To learn how to use untuned percussion. Listen and pick out dynamic contrast and changes in speed. <p>Specific skills:</p> <ul style="list-style-type: none"> To use untuned percussion Coordination skills To be able to keep a pulse in time. To listen and demonstrate changes in speed. To be able to listen to a rhythm and clap it back. <p>Links:</p> <ul style="list-style-type: none"> History topic - Castles <p>Visits/Experiences: Number of lessons: 6</p>	<p><u>Topic - Explorers</u> NC big ideas:</p> <ul style="list-style-type: none"> To play tuned and untuned instruments musically To use their voices expressively and creatively by singing songs. To experiment with, create, select and combine sounds using the inter-related dimensions of music. <p>Specific knowledge:</p> <ul style="list-style-type: none"> Good singing technique: posture, tone and control. Self-esteem (through performance and achievement) To know what composer, conductor, andante means. <p>Specific skills:</p> <ul style="list-style-type: none"> Coordination skills To use untuned percussion To be able to keep a pulse in time (moving in in time to music) Play simple rhythmic patterns aurally (identify / repeat) Team work and leadership (through working with others) <p>Links:</p> <ul style="list-style-type: none"> Geography topic <p>Visits/Experiences: Number of lessons: 5</p>	<p><u>Topic - Soundscape</u> NC big ideas:</p> <ul style="list-style-type: none"> To experiment with, create, select and combine sounds using the inter-related dimensions of music. To play tuned and untuned instruments musically <p>Specific knowledge:</p> <ul style="list-style-type: none"> To learn how to use untuned percussion. Listen and pick out dynamic contrast and changes in speed. <p>Specific skills:</p> <ul style="list-style-type: none"> Team work and leadership (through working with others) To be able to use musical expression when improvising and composing Self-esteem (through performance and achievement) To be able to choose the appropriate instrument for a specific sound. <p>Links:</p> <p>Visits/Experiences: Number of lessons: 5</p>	<p><u>Topic – Voices</u> NC big ideas:</p> <ul style="list-style-type: none"> To use their voices expressively and creatively by singing songs. To experiment with, create, select and combine sounds using the inter-related dimensions of music. <p>Specific knowledge:</p> <ul style="list-style-type: none"> Good singing technique: posture, tone and control. Self-esteem (through performance and achievement) <p>Specific skills:</p> <ul style="list-style-type: none"> Team work and leadership (through working with others) To be able to use musical expression when improvising and Composing. To be able to read graphic notation. <p>Links:</p> <p>Visits/Experiences: Number of lessons: 6</p>
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<p>Y 2</p>	<p>Topic – Exploring Pitch NC big ideas:</p> <ul style="list-style-type: none"> To play tuned instruments musically To use their voices expressively and creatively by singing songs. To listen with concentration and understanding to a range of high-quality live and recorded music. <p>Specific knowledge:</p> <ul style="list-style-type: none"> To know the solfege scale and to be able to sing it through using hand signals. To demonstrate understanding and knowledge of high and low pitches. <p>Specific skills:</p> <ul style="list-style-type: none"> To be able to show that there is difference between high and low <p>Links: Literacy - Storytelling</p> <p>Visits/Experiences: Number of lessons: 6</p>	<p>Topic – Exploring Rhythm NC big ideas:</p> <ul style="list-style-type: none"> To play tuned instruments musically To use their voices expressively and creatively by singing songs. <p>Specific knowledge:</p> <ul style="list-style-type: none"> To know the words to the basic clapping songs. To know what rhythm means. To know what a graphic score is. To be introduced to crotchets and quavers. <p>Specific skills:</p> <ul style="list-style-type: none"> Coordination skills To use untuned percussion To be able to keep a pulse in time (moving in in time to music) To play simple rhythmic patterns aurally (identify / repeat) Demonstrate teamwork and leadership (through working with others) To be able to sequence and plan a composition. To know what a crotchet and quaver is and be able to 	<p>Topic – Exploring songs from around the world NC big ideas:</p> <ul style="list-style-type: none"> To use their voices expressively and creatively by singing songs. To listen with concentration and understanding to a range of high-quality live and recorded music. <p>Specific knowledge:</p> <ul style="list-style-type: none"> To know the difference between high and low pitch. To learn songs from local, national and pupils’ own heritages. To know where the continents are. To learn round songs <p>Specific skills:</p> <ul style="list-style-type: none"> Good singing technique: posture, tone and control. Self-esteem (through performance and achievement) Emotional development (through expressing and communicating feelings and emotions through music) To have respect and understanding for other cultures. <p>Links:</p> <p>Visits/Experiences: Number of lessons: 5</p>	<p>Topic - Music and Nature COULD GO – VISIT IN YEAR 3 NC big ideas:</p> <ul style="list-style-type: none"> To listen with concentration and understanding to a range of high-quality live and recorded music. To use their voices expressively and creatively by singing songs. <p>Specific knowledge:</p> <ul style="list-style-type: none"> The meaning of soundscape, andante, adagio and allegro. To know that tempo means the speed of music. <p>Specific skills:</p> <ul style="list-style-type: none"> To be able to sequence and plan a composition. Good singing technique: posture, tone and control. Self-esteem (through performance and achievement) To know the difference between high and low pitch. To be able to hear the difference between speeds of music. 	<p>Topic – Famous pieces NEEDS DEVELOPING NC big ideas:</p> <ul style="list-style-type: none"> To listen with concentration and understanding to a range of high-quality live and recorded music. To play tuned and untuned instruments musically <p>Specific knowledge:</p> <ul style="list-style-type: none"> To listen to famous western classical music To become familiar with an orchestra To know that music is inspired by story telling and that is important to create emotion. <p>Specific skills:</p> <ul style="list-style-type: none"> To be able to listen to different pieces of music and identify basic attributes of the pieces of music – tempo, high and low, loud or soft. To be able to create a simple story To apply musical context to images to describe a story. <p>Links:</p> <ul style="list-style-type: none"> Literacy - Storytelling <p>Visits/Experiences:</p>
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		<p>clap/play a notated rhythm.</p> <p>Links:</p> <p>Visits/Experiences:</p> <p>Number of lessons: 7</p>		<ul style="list-style-type: none"> • To be able to keep a pulse in time (moving in in time to music) <p>Links:</p> <p>Visits/Experiences:</p> <p>Number of lessons: 5</p>	<p>Number of lessons: 5</p>
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<p>Y 3</p>	<p><u>Topic – Exploring singing games</u> NC big ideas:</p> <ul style="list-style-type: none"> To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression <p>Specific knowledge:</p> <ul style="list-style-type: none"> To have previous knowledge of some playground clapping games. To know the songs and melodies well. <p>Specific skills:</p> <ul style="list-style-type: none"> Good singing technique: posture and control. Self-esteem (through performance and achievement) Making a contribution to cultural life (performing music for an event). <p>Links:</p> <p>Visits/Experiences: Number of lessons: 6</p>	<p><u>Topic - Rhythm</u> NC big ideas:</p> <ul style="list-style-type: none"> To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression To improvise and compose music for a range of purposes using the inter-related dimensions of music <p>Specific knowledge:</p> <ul style="list-style-type: none"> To know the difference between pulse and rhythm. To be able to explain previous notation knowledge. To begin understanding the term crescendo and how this can be shown when composing a piece of music. <p>Specific skills:</p> <ul style="list-style-type: none"> To build upon musical notation knowledge from last year – recognizing crotchets, quavers and rests. To be able to clap/play a rhythm on a percussion instrument accurately. 	<p><u>Topic - Ukulele</u> NC big ideas:</p> <ul style="list-style-type: none"> To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression To use and understand staff and other musical notations <p>Specific knowledge:</p> <ul style="list-style-type: none"> To know technical musical terms – major, minor, chords, note and tempo. To know different parts of the ukulele. To know that frets change the pitch as you move up towards the body and are location markers. <p>Specific skills:</p> <ul style="list-style-type: none"> To be able to have coordination between using their fingers to press strings and the other hand to strum. To be able to count along to stay in time with the music. To be able to read ukulele music notation and follow the correct timing. To be able to strum within a 4/4 beat pattern. <p>Links:</p> <p>Visits/Experiences: Number of lessons: 6</p>	<p><u>Topic – Classical Music</u> NC big ideas:</p> <ul style="list-style-type: none"> To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians <p>Specific knowledge:</p> <ul style="list-style-type: none"> <p>Specific skills:</p> <ul style="list-style-type: none"> To be able to play tuned and untuned percussion. To be able to work in groups. To listen carefully and identify musical instruments. To have performance skills and be confident to perform their music. To use a stimulus to create a piece of music. <p>Links:</p> <p>Visits/Experiences: LSO Project Number of lessons: 4</p>
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		<ul style="list-style-type: none"> To work as a team to compose a piece of music. <p>Links:</p> <p>Visits/Experiences:</p> <p>Number of lessons: 6</p>		
Y4	<p><u>Topic – Pitch and listening</u></p> <p>NC big ideas:</p> <ul style="list-style-type: none"> To listen with attention to detail and recall sounds with increasing aural memory To use and understand staff and other musical notations To play musical instruments with increasing accuracy, fluency, control and expression To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians <p>Specific knowledge</p> <ul style="list-style-type: none"> To know the difference between high and low pitch. To learn songs from other heritages. <p>Specific skills:</p> <ul style="list-style-type: none"> To be able to work in different groups and focus on your specific part. To play tuned percussion in time and accurately. To be able to sing well and match pitches. To understand notation. <p>Links:</p> <p>Visits/Experiences:</p> <p>Number of lessons: 7</p>	<p><u>Topic – Layers and Textures</u></p> <p>NC big ideas:</p> <ul style="list-style-type: none"> To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians To play musical instruments with increasing accuracy, fluency, control and expression To improvise and compose music for a range of purposes using the inter-related dimensions of music <p>Specific knowledge</p> <ul style="list-style-type: none"> To recognize instruments when listening. To build on previous music vocabulary by knowing what layers and textures mean in a musical context. <p>Specific skills:</p>	<p><u>Topic – Music Technology- Garage Band</u></p> <p>NC big ideas: Needs developing</p> <ul style="list-style-type: none"> To improvise and compose music for a range of purposes using the inter-related dimensions of music To listen with attention to detail and recall sounds with increasing aural memory <p>Specific knowledge</p> <ul style="list-style-type: none"> To develop basic understanding of how to use music programs – online or software. To know how music is created now and trends To have understanding of music technology history <p>Specific skills:</p> <ul style="list-style-type: none"> To create a piece of music. To learn how to arrange samples. 	<p><u>Topic – African drumming</u></p> <p>NC big ideas:</p> <ul style="list-style-type: none"> To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression To use and understand staff and other musical notations To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians To listen with attention to detail and recall sounds with increasing aural memory <p>Specific knowledge</p> <ul style="list-style-type: none"> To learn how to play rhythmic patterns on different percussion instruments To show understanding for the culture and their music To build upon their rhythm knowledge <p>Specific skills:</p> <ul style="list-style-type: none"> To be able to use different percussion instruments. To stay in time with a group and play their rhythmic pattern well. To be able to read a different type of notation To lead and work with others in their group To know the difference between pulse and rhythm To build on notation knowledge from last year- recognizing crotchets, quavers and rests. <p>Links:</p>

		<ul style="list-style-type: none"> ● To be able to work in different groups and focus on your specific part. ● To be able to clap/play a rhythm on a percussion instrument accurately ● To work as a team to compose a piece of music. ● To listen to pieces of music with detail. <p>Links:</p> <p>Visits/Experiences: Number of lessons: 5</p>	<ul style="list-style-type: none"> ● To mix a final composition ● To be able to choose sounds that work together well ● To listen to what has been arranged and edit their composition <p>Links:</p> <p>Visits/Experiences: Number of lessons: 5</p>	<p>Visits/Experiences: African Drumming workshop</p> <p>Number of lessons: 6</p>
<p>Y5</p>	<p><u>Topic – Recorders (Including rhythm and pitch)</u></p> <p>NC big ideas:</p> <ul style="list-style-type: none"> ● To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ● To use and understand staff and other musical notations <p>Specific knowledge</p> <ul style="list-style-type: none"> ● To know technical musical terms – beats, time signature, note and tempo. ● To know different parts of a recorder. ● To know that pitches change when pressing your finger tips. ● To know that your breathing is important. <p>Specific skills:</p> <ul style="list-style-type: none"> ● To be able to have coordination between using their fingers to press over the holes and their breathing as well as reading music. 	<p><u>Topic – History of music</u></p> <p>NC big ideas:</p> <ul style="list-style-type: none"> ● To use and understand staff and other musical notations ● To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians ● To develop an understanding of the history of music. ● To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ● To improvise and compose music for a range of purposes using the inter-related dimensions of music <p>Specific knowledge</p> <ul style="list-style-type: none"> ● To know of the different periods in western music. ● To learn of specific composers within those periods ● To learn of specific music nodes/scales ● To have some knowledge of music instruments <p>Specific skills:</p>	<p><u>Topic – Song writing</u></p> <p>NC big ideas:</p> <ul style="list-style-type: none"> ● To use and understand staff and other musical notations ● To listen with attention to detail and recall sounds with increasing aural memory ● To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression ● To improvise and compose music for a range of purposes using the inter-related dimensions of music <p>Specific knowledge</p> <ul style="list-style-type: none"> ● To know the structure of a song ● To learn how to write words to a melody ● To know of great song writers and techniques of how to write well. <p>Specific skills:</p>	

	<ul style="list-style-type: none"> To be able to count along to stay in time with the music. To be able to read recorder music notation and follow the correct timing. To be able to play within a 4/4 beat pattern. <p>Links:</p> <p>Visits/Experiences: Number of lessons: 12</p>	<ul style="list-style-type: none"> To listen to different pieces and identify instruments To use knowledge to compose a melody in the Dorian mode <p>Links:</p> <p>Visits/Experiences: Number of lessons: 6</p>	<ul style="list-style-type: none"> To be able to write lyrics with a melody by using the correct syllables To be able to coherently express feelings clearly To build upon musical notation knowledge from last year – recognizing crotchets, quavers, semi-quavers and rests. <p>Links:</p> <ul style="list-style-type: none"> Literacy <p>Visits/Experiences: Number of lessons: 5</p>
<p>Y6</p>	<p>Topic - Composition based on Ravel's Bolero piece (LSO unit) Complete</p> <p>NC big ideas:</p> <ul style="list-style-type: none"> To use and understand staff and other musical notations To listen with attention to detail and recall sounds with increasing aural memory To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression To improvise and compose music for a range of purposes using the inter- 	<p>Topic – Music technology and Keyboards Needs developing</p> <p>NC big ideas:</p> <ul style="list-style-type: none"> To listen with attention to detail and recall sounds with increasing aural memory To improvise and compose music for a range of purposes using the inter-related dimensions of music To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression To use and understand staff and other musical notations <p>Specific knowledge</p> <ul style="list-style-type: none"> To develop understanding of how to use Garageband. To know how music is created now and trends To have understanding of music technology history To know technical musical terms – beats, time signature, note and tempo. To know different keys of a piano. To know that pitches change as you play from left to right. <p>Specific skills:</p> <ul style="list-style-type: none"> To create a piece of music. To learn how to arrange samples. To mix a final composition To be able to choose sounds that work together well To listen to what has been arranged and edit their composition To change a sound by adding effects. To be able to have coordination between using their fingers to play the keys and reading music at the same time. To be able to count along to stay in time with the music. To be able to read piano music notation and follow the correct timing. 	<p>End of year production.</p> <ul style="list-style-type: none"> To use their voices expressively and creatively by singing songs To play and perform in solo and ensemble contexts <p>Specific knowledge:</p> <ul style="list-style-type: none"> To learn, rehearse and perform songs To compose and perform music To learn, rehearse and perform music <p>Specific skills:</p> <ul style="list-style-type: none"> Self-esteem (through performance and achievement) Making a contribution to cultural life (performing music for an event) Good singing technique: posture and control

	<p>related dimensions of music</p> <p>Specific knowledge</p> <ul style="list-style-type: none"> • To know who Ravel and why this piece is significant. • To understand the orchestra <p>Specific skills:</p> <ul style="list-style-type: none"> • To know how to play percussion • To be able to improvise a short melody • To keep in time and play alongside different groups • To be able to remember a rhythmic pattern <p>Links:</p> <p>Visits/Experiences: Number of lessons: 5</p>	<ul style="list-style-type: none"> • To be able to play within a 4/4 beat pattern. <p>Visits/Experiences: Number of lessons: 12</p>	
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