



Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
FS1	<p><b>ELGs: Managing self:</b> confident to try new things  <b>Building relationships:</b> work cooperatively with others  <b>Being imaginative and expressive:</b> sing a range of notes and sounds, perform songs, move in time to the music</p>					
	<p><b>Focus: Singing</b></p> <p>Charanga Musitrax 1 Solfa Teaching mastery of pitch through the Kodaly approach</p>	<p><b>Focus: Singing</b></p> <p>Christmas songs</p>	<p><b>Focus: Percussion</b></p> <p>Britten – Young Person’s Guide to the Orchestra</p> <p>To use untuned percussion to improvise</p>	<p><b>Focus: Improvisation</b></p> <p>Chn to use untuned percussion to copy back each other’s rhythms and to explore expressing emotions/stories</p>	<p><b>Focus: Storytelling</b></p> <p>Prokofiev –Peter and the wolf</p> <p>To use tuned percussion (glocks) to explore pitch and how it can be used to tell a story</p>	<p><b>Focus: Composition &amp; performance</b></p> <p>To use a simple graphic score to capture ideas in order to perform them.</p>
FS2	<p><b>Continuous provision:</b> a stage area and instruments available/workshop to make instruments/recording studio to record their work/writing area for graphic score</p>					
	<p><b>Focus: Pulse, Rhythm &amp; Pitch</b></p> <p><b>Core music:</b> Late 20<sup>th</sup> century pop, nursery rhymes  <b>Listen &amp; Respond:</b> Respond to the music, searching out a steady pulse to move to  <b>Explore &amp; Create:</b> move to the pulse in different ways and clap the rhythm of their name.  <b>Sing:</b> Sing songs in unison with actions  <b>Perform &amp; Share:</b></p>	<p><b>Focus: My Stories</b></p> <p><b>Core music:</b> 21<sup>st</sup> century pop, action songs  <b>Listen &amp; Respond:</b>  <b>Explore &amp; Create:</b>  <b>Sing:</b>  <b>Perform &amp; Share:</b></p>	<p><b>Focus: Everyone</b></p> <p><b>Core music:</b> 21<sup>st</sup> century pop, action songs  <b>Listen &amp; Respond:</b>  <b>Explore &amp; Create:</b>  <b>Sing:</b>  <b>Perform &amp; Share:</b></p>	<p><b>Focus: Our World</b></p> <p><b>Core music:</b> Late 20<sup>th</sup> century pop, action songs  <b>Listen &amp; Respond:</b>  <b>Explore &amp; Create:</b>  <b>Sing:</b>  <b>Perform &amp; Share:</b></p>	<p><b>Focus: Big Bear Funk</b></p> <p><b>Core music:</b> Funk  <b>Listen &amp; Respond:</b>  <b>Musical Activities:</b> sing &amp; improvise  <b>Perform &amp; Share:</b></p>	<p><b>Focus: Music History</b></p> <p><b>Core music:</b> William Tell - overture  Tchaikovsky – Dance of the Sugar=plum Fairy  Rimsky-Korsakov Flight of the Bumble Bee  Holst: Jupiter  Vaughan Williams – Fantasia  John Williams E.T theme</p>

Year 1	<p><b>Focus: Beat</b>  <b>Core piece:</b> Piano No. 11-11 Rondo Alla Turca (Turkish March) by Mozart</p> <p><b>Key styles:</b> Hip hop, Jazz, Pop, Classical period  <b>Instruments:</b> Percussion, tuned and untuned</p> <p><i>Sing unison songs from memory. (limit range to minor 3<sup>rd</sup>)</i>  <b>Listen</b> and move to music  <i>Find, copy, maintain a beat,</i></p> <p><b>Improvise, compose and perform</b> in the key sets of C major, G major, D major and minor</p> <p><b>Create</b> a graphic score using symbols representing sounds, rhythm &amp; pitch.</p>	<p><b>Focus: Rhythm &amp; Pitch</b></p> <p><b>Key styles:</b> Reggae, 20 &amp; 21<sup>st</sup> century orchestral, Lullaby</p> <p><i>Sing call &amp; response songs (broaden range to a 5<sup>th</sup>)</i></p> <p><b>Follow</b> directions to change tempo</p> <p><b>Improvise, compose &amp; perform</b></p>	<p><b>Focus: Tempo &amp; Dynamics</b>  <b>Core Piece:</b> Cinderella, Op. 87: 37 – Waltz-Coda by Sergei Prokofiev</p> <p><b>Key Styles:</b> Waltz, funk, Pop, Reggae</p> <p><i>Identify</i> tempo, texture, articulation &amp; dynamics when listening to music</p> <p><b>Improvise, compose and perform</b> using the notes C, D, E &amp; F, G, A</p> <p>&amp; <b>pentatonic</b> scales from C &amp; F (CDEGA; FGACD)</p>	<p><b>Focus: Combining Pulse, Rhythm &amp; Pitch</b>  <b>Core piece:</b> The Planets, Op. 32 – I. Mars, The Bringer Of War by Gustav Holst</p> <p><b>Key Styles:</b> Jazz, Swing, 20<sup>th</sup> century</p> <p><b>Improvise, compose &amp; perform:</b> a simple melody using 2, 3, 4 or 5 notes</p> <p><b>Play and perform</b> an instrumental part by ear or notation (glockenspielen)</p>	<p><b>Focus: Improvisation</b>  <b>Core piece:</b> Sonata In C Major Hob. XVI:50 – 3rd Movement by Franz Joseph Haydn</p> <p><b>Key Styles:</b> Pop, Jazz, swing, Classical</p>	<p><b>Focus: Explore sound &amp; create a Story</b>  <b>Core Piece:</b> The Pink Panther Theme by Henry Mancini</p> <p><b>Key Styles:</b> Folk. 20<sup>th</sup> &amp; 21<sup>st</sup> century orchestral, marching band, country,</p> <p><i>Play and perform using ¼ time signature and the key of C major</i></p>
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

Year 2	<p><b>Focus: pattern</b>  <b>Core piece:</b> Bolero by Ravel</p> <p><b>Key styles:</b> Soul, Jazz, Disco, Romantic period</p> <p><b>Instruments:</b>  Recorders, percussion, Glockenspielen</p>	<p><b>Focus: dynamics and tempo</b>  <b>Core pieces:</b> Rutter:  For the Beauty of the Earth  Gershwin: Did you know?</p> <p><b>Key styles:</b> Jazz, modern, 20<sup>th</sup> Century</p> <p>Families of the orchestra</p>	<p><b>Focus: Creating mood</b>  <b>Core Pieces:</b> Maple leaf rag, Joplin</p> <p><b>Key Styles:</b> Ragtime, Jive</p>	<p><b>Focus: Telling a story</b>  <b>Core Piece:</b> Piano Trio In A Minor Op. 150  Allegro by Amy Beach</p>	<p><b>Focus: Film Music</b>  <b>Core piece:</b> J Williams  Flying theme from E.T</p> <p><b>Key Styles:</b> Late 20<sup>th</sup> C, Rock, Calypso, Calypso</p>	<p><b>Focus: Improvisation</b>  <b>Core piece:</b> Ariana Grande</p> <p><b>Key Styles:</b> Pop, Rock, Funk, Reggae, Calyp</p>
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Skills	<p><b><u>Singing</u></b></p> <p>Sing unison songs from memory with a pitch range of a 5<sup>th</sup> (C-G; E –B: F – C)</p> <p>Sing songs in unison &amp; parts, sing short phrases independently and adding actions.</p> <p>Show understanding of tempo &amp; dynamics when singing by responding to a leader and to visual clues.</p> <p>Sing as part of a choir.</p>	<p><b><u>Listening</u></b></p> <p>Find, copy, maintain a beat</p> <p>Respond to changes in pitch with actions.</p> <p>Recognise changes in tempo.</p> <p>Recognise the beat in groupings of 2-time &amp; 3-time.</p> <p>Identify how music makes them feel.</p> <p>Start to talk about the style of the music</p> <p>Recognise some band and orchestral instruments</p>	<p><b><u>Composing</u></b></p> <p>Improvise with a partner – make question and answer phrases.</p> <p>Improvise, compose and perform using the key sets of C, F and G major.</p> <p>Create music in response to a non-musical stimulus</p> <p>Recognise dot notation &amp; match it to 3-note tunes, played on tuned percussion.</p>	<p><b><u>Performing</u></b></p> <p>Create and perform chanted rhythm patterns.</p> <p>Introduce the performance with an understanding of what the song is about .</p> <p>Rehearse and learn a simple instrumental part on the recorder</p> <p>Use technology to capture, change &amp; combine sounds.</p>
	<p><b>Notation</b></p> <p>Using graphic notation , represent rhythm patterns with stick notation, including crotchets, quavers &amp; crotchet rests.</p> <p>Explore ways to represent high/low, long/short sounds with graphic symbols, dot and stick notation</p> <p>Explore standard notation, using minims, semibreves, dotted crotchets, crotchets, quavers &amp; semiquavers.</p> <p>Use combinations of C major, F major (F - C),G major (G –F#) D major (D - C)</p> <p>Understand the difference between minims, crotchets, paired quavers and rests . Read &amp; perform pitch notation.</p>			