



ST MICHAEL & ALL ANGELS C. E. (FOUNDATION) PRIMARY AND PRE-SCHOOL

Year group	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Pre-school						
Topic/Provision	Learning is child-led therefore the topic can change. Music rack outside (pots/ pans/ spoons, draining racks) P.E Lesson through movement and dance. Daily Singing Lessons (Nursery Rhymes)	EYFS- Exploring and using media and materials: children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design, texture, form and function.	EYFS- Being imaginative: children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role-play and stories	Development Matters (22-36 months) <ul style="list-style-type: none"> • Joins in singing favourite songs. • Creates sounds by banging, shaking, tapping or blowing. • Shows an interest in the way musical instruments sound. • Experiments with blocks, colours and marks. 	Development Matters (30-50 months) <ul style="list-style-type: none"> • Enjoys joining in with dancing and ring games. • Sings a few familiar songs. • Beginning to move rhythmically. • Imitates movement in response to music. • Taps out simple repeated rhythms. • Explores and learns how sounds can be changed. • Explores colour and how colours can be changed. • Understands that they can use lines to enclose a space, and then begin to use these shapes to represent objects. • Beginning to be interested in and describe the texture of things. • Uses various construction materials. • Beginning to construct, stacking blocks vertically and horizontally, making enclosures and creating spaces. • Joins construction pieces together to build and balance. • Realises tools can be used for a purpose. 	
Reception						
Topic	Me!	My Stories (Nativity)	Everyone!	Our World	Big, Bear Funk	Refelct, Rewind and Replay.
Learning Focus	<ul style="list-style-type: none"> • Listening and responding to different styles of music • Embedding foundations of the interrelated dimensions of music • Learning to sing or sing along with 	<ul style="list-style-type: none"> • Listening and responding to different styles of music • Embedding foundations of the interrelated dimensions of music • Learning to sing or sing along with 	<ul style="list-style-type: none"> • Listening and responding to different styles of music • Embedding foundations of the interrelated dimensions of music • Learning to sing or sing along with 	<ul style="list-style-type: none"> • Listening and responding to different styles of music • Embedding foundations of the interrelated dimensions of music • Learning to sing or sing along with nursery rhymes and action songs 	<ul style="list-style-type: none"> • Listening and appraising Funk music • Embedding foundations of the interrelated dimensions of music using voices and instruments • Learning to sing Big Bear Funk and 	<ul style="list-style-type: none"> • Listen and Appraise • Continue to embed the foundations of the interrelated dimensions of music using voices and instruments • Sing and revisit nursery rhymes and action songs



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	<p>nursery rhymes and action songs</p> <ul style="list-style-type: none"> Improvising leading to playing classroom instruments Share and perform the learning that has taken place 	<p>nursery rhymes and action songs</p> <ul style="list-style-type: none"> Improvising leading to playing classroom instruments Share and perform the learning that has taken place 	<p>nursery rhymes and action songs</p> <ul style="list-style-type: none"> Improvising leading to playing classroom instruments Singing and learning to play instruments within a song Share and perform the learning that has taken place 	<ul style="list-style-type: none"> Improvising leading to playing classroom instruments Singing and learning to play instruments within a song Share and perform the learning that has taken place 	<p>revisiting other nursery rhymes and action songs</p> <ul style="list-style-type: none"> Playing instruments within the song Improvisation using voices and instruments Riff-based composition Share and perform the learning that has taken place 	<ul style="list-style-type: none"> Play instruments within the song Improvisation using voices and instruments Riff-based composition Share and perform the learning that has taken place
<p>How the Unit is organised</p>	<p>Listen and Respond to a different style of music each week/step</p> <p>Explore and Create - initially using voices only but building to using classroom instruments too</p> <p>Singing - nursery rhymes and action songs - building to singing and playing</p> <p>Share and Perform</p>	<p>Listen and Respond to a different style of music each week/step</p> <p>Explore and Create using voices and classroom instruments</p> <p>Singing - nursery rhymes and action songs - building to singing and playing</p> <p>Share and Perform</p>	<p>Listen and Respond to a different style of music each week/step</p> <p>Explore and Create - initially using voices only but building to using classroom instruments too</p> <p>Sing and play - nursery rhymes and action songs - building to singing and playing</p> <p>Share and Perform</p>	<p>Listen and Respond to a different style of music each week/step</p> <p>Explore and Create - using voices and classroom instruments</p> <p>Sing and Play - nursery rhymes and action songs</p> <p>Share and Perform</p>	<p>Listen and Appraise a different piece of Funk music each week/step</p> <p>Explore and Create using voices and classroom instruments</p> <p>Sing and Play Big Bear Funk and revisit a selection of nursery rhymes and action songs</p> <p>Share and Perform</p>	<p>Listen and Appraise a different piece of music each week/step</p> <p>Explore and Create using voices and classroom instruments</p> <p>Sing and Play by revisiting a selection of nursery rhymes and action songs</p> <p>Share and Perform</p>



Year 1 (Charanga)						
Topic	Hey You!	Rhythm in the way we walk and The Banana Rap	In the Groove	Round and Round	Your Imagination	Reflect, Rewind and Replay
Learning Focus	<p>Listen and Appraise the song Hey You! and other Hip Hop songs: Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music. Perform the song- perform and share your learning as you progress through the Unit of Work.</p>	<p>Listen and Appraise the song of Rhythm in the way we walk and The Banana Rap. Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music. Perform the song- perform and share your learning as you progress through the Unit of Work.</p>	<p>Listen and Appraise the song of In the Groove. Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music. Perform the song- perform and share your learning as you progress through the Unit of Work.</p>	<p>Listen and Appraise the song of Round and Round. Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music. Perform the song- perform and share your learning as you progress through the Unit of Work.</p>	<p>Listen and Appraise the song of Your Imagination. Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music. Perform the song- perform and share your learning as you progress through the Unit of Work.</p>	<p>Listen and Appraise Classical music Continue to embed the foundations of the interrelated dimensions of music using voices and instruments Singing Play instruments within the song Improvisation using voices and instruments Composition Share and perform the learning that has taken place</p>
How the Unit is organised	<p>Listen and appraise - Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>Musical Activities - Use their voices expressively by singing songs and speaking chants and rhymes. Play tuned and un-tuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music. Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>Perform and share - Use their voices expressively by singing songs and speaking chants and rhymes. Play tuned and un-tuned instruments musically.</p>					



Year 2 (Charanga)						
Topic	Hands, Feet, Heart – South African Styles	Ho Ho Ho (Nativity)	I wanna play in a band	Zootime (Reggae)	Friendship song	Reflect, Rewind and Replay
Learning Focus	<p>Listen and Appraise the song of Hands, Feet, Heart.</p> <p>Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music.</p> <p>Perform the song- perform and share your learning as you progress through the Unit of Work.</p>	<p>Listen and Appraise the song of Ho Ho Ho.</p> <p>Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music.</p> <p>Perform the song- perform and share your learning as you progress through the Unit of Work.</p>	<p>Listen and Appraise the song of I wanna play in a band.</p> <p>Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music.</p> <p>Perform the song- perform and share your learning as you progress through the Unit of Work.</p>	<p>Listen and Appraise the song of Zootime.</p> <p>Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music.</p> <p>Perform the song- perform and share your learning as you progress through the Unit of Work.</p>	<p>Listen and Appraise the song of Friendship song.</p> <p>Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music.</p> <p>Perform the song- perform and share your learning as you progress through the Unit of Work.</p>	<p>Listen and Appraise Classical music</p> <p>Continue to embed the foundations of the interrelated dimensions of music using voices and instruments</p> <p>Singing</p> <p>Play instruments within the song</p> <p>Improvisation using voices and instruments</p> <p>Composition</p> <p>Share and perform the learning that has taken place</p>
How the Unit is organised.	<p>Listen and appraise - Listen with concentration and understanding to a range of high-quality live and recorded music.</p> <p>Musical Activities - Use their voices expressively by singing songs and speaking chants and rhymes. Play tuned and un-tuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music. Experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>Perform and share - Use their voices expressively by singing songs and speaking chants and rhymes. Play tuned and un-tuned instruments musically.</p>					
Year 3						
Topic	Ukulele (WCET)					
Learning Focus	<p>Area of curriculum: Play and perform in ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Recalling sounds.</p> <p>Musical activities: Introduce the Ukulele including parts, how to hold/pluck/strum open strings. Introduce 1 finger chords and how to build</p>	<p>Area of curriculum: Play and perform in ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Recalling sounds.</p> <p>Musical Activities – Develop 1 finger chords exploring crotchet and quaver rhythms with down and up strums. Introduce 2</p>	<p>Area of curriculum: Play and perform in ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Recalling sounds.</p> <p>Musical Activities, combine 1,2 and 3 finger chords in different ways exploring different</p>	<p>Area of curriculum: Play and perform in ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Recalling sounds. Use and understand staff and other musical notations.</p> <p>Musical Activities – Introduce Tab, learn</p>	<p>Area of curriculum: Play and perform in ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Recalling sounds. Use and understand staff and other musical notations.</p> <p>Musical Activities – Develop tab reading</p>	<p>Area of curriculum: Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Recalling sounds. Use and understand staff and other musical notations. Improvise and compose.</p>



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	them. Exploring pitch and pulse. Perform: Songs with open plucks and strums. Progress to songs with C and Am chords.	and 3 finger chords. Exploring rhythm, pitch, duration. Perform – songs with 1,2 and 3 fingers chords experimenting with different strumming patterns.	durations. Exploring pitch, rhythm, pulse. Perform: Variety of songs with 1,2 and 3 finger chords	melody on one string, moving to 2 strings. Understand the difference between melody and harmony. Perform: Songs with 1 and 2 string melodies and chords, switching between them.	through longer melodies moving across different strings. Introduce melody and accompaniment with both parts happening at the same time. Exploring pulses and rhythm with 2 part texture Perform: Songs with plucked melody and strummed accompaniment.	Musical activities: Introduce the Blues scale as tab and then notation. Use this creatively to improvise and compose selecting notes and rhythms. Perform: Own Blues solos and compositions.
Year 4 (Charanga)						
Topic	Mamma Mia	Glockenspiel 2 (Planning on Server)	Stop! Recorders (composition) (Planning on Server)	Lean on Me Recorders (performance)	BlackBird Singing	Reflect, Rewind and Replay. Singing simple harmonies
Learning Focus	Listen and Appraise- The song Mamma Mia and other Abba songs. Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music. Perform the Song - perform and share your learning as you progress through the Unit of Work.	The learning is focussed around exploring and developing playing skills through the glockenspiel Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music. Perform the Song - perform and share your learning as you progress through the Unit of Work.	Listen and Appraise- The song Stop. Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music. Perform the Song - perform and share your learning as you progress through the Unit of Work.	Listen and Appraise- The song Lean on Me. Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music. Perform the Song - perform and share your learning as you progress through the Unit of Work.	Listen and Appraise- The song BlackBird Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music. Perform the Song - perform and share your learning as you progress through the Unit of Work.	Listen and Appraise Classical music Continue to embed the foundations of the interrelated dimensions of music using voices and instruments Singing Play instruments within the song Improvisation using voices and instruments Composition Share and perform the learning that has taken place
How the Unit is organised	Listen and appraise- Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers. Develop an understanding of the history of music. Musical Activities - Use their voices expressively by singing songs and speaking chants and rhymes. Play tuned and un-tuned instruments musically. Listen with concentration and understanding to a range of high-quality live and recorded music. Experiment with, create, select and combine sounds using the inter-related dimensions of music. Perform and share - Use their voices expressively by singing songs and speaking chants and rhymes. Play tuned and un-tuned instruments musically					



Year 5						
Topic	Samba Drumming					
Learning Focus	Introduce a brief history and purpose of Samba percussion. Introduce "samba reggae" using crotchets, quavers and semiquavers through the concepts of Pulse, Pitch, Tempo and Rhythm. Introduce the different samba instruments and develop technique. Develop a 2 part polyrhythm groove. Expand arrangement in to a performance, using call and response and song. Perform an arrangement of samba Batucada as a group	Strengthen knowledge and use of pitch, pulse, dynamics, tempo and rhythm. Develop syncopated semi-quaver rhythms through "samba funk" Improve control and technique on a variety of instruments. Improve hand and foot coordination. Keeping the pulse with feet Develop longer phrases, sections and sequences within the music adding the new semi-quaver rhythms.	Developing technique and playing music. Playing with others (accompaniment). Taking solos (improv) Play and perform in ensemble and solo contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. Recalling sounds			
Year 6 (Charanga)						
Topic	Charaga or Young Voices Singing Happy	Charanga or Young Voices & Christmas Singing Classroom Jazz 2	Charanga or Young Voices Singing A New Carol	Charanga You've got a friend.	Charanga Music and Me	Charanga Reflect, Rewind and Replay.
Learning Focus	Listen and Appraise the song Happy and other songs in different styles about being happy Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through. Perform the Song - perform and share your learning as you progress through the Unit of Work.	Listen and Appraise the two main tunes and other supporting tunes. Musical Activities - learn about the interrelated dimensions of music through 1. Playing instruments and 2. Improvising Perform and Share.	Listen and Appraise: A New Year Carol and some more of Britten's Friday Afternoons songs with their cover versions. Musical Activities - learn about the interrelated dimensions of music through: 1. Games 2. Singing. Perform and Share	Listen and Appraise: the song You've Got A Friend and other songs by Carole King. Musical Activities - learn and/or build on your knowledge and understanding about the interrelated dimensions of music. Perform the Song - perform and share your learning as you progress through the Unit of Work.	Listen and Appraise - over the six steps/weeks you will listen to a selection of music from the four featured artists. About the Artists - Inspirational Women in the Music Industry. Create - in groups, the children will create their own music over the six steps/weeks. Documents/videos to support 'Create' Perform, Share and Present	This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.
How the Unit is organised.	Listen and appraise- Appreciate and understand a wide range of high-quality live and recorded music from different traditions and from great musicians and composers. Develop an understanding of the history of music 2. Musical Activities - Improvise and compose music for a range of purposes using the interrelated dimensions of music. Listen with attention to detail and recall sounds with increasing aural memory. Use and understand staff and other musical notations. Play and perform - In solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. 3. Perform and share Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.					



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Useful Vocabulary-

PULSE: the steady beat of a piece of a piece of music

PITCH: the melody and the way the notes change from low to high and vice versa.

RHYTHM: or duration is the pattern of long and short sounds in a piece of music

DYNAMICS: Loud and soft

TEMPO: Fast and slow TIMBRE: The type of sound – whisper/hum/sing/talk (examples with the voice) or twinkly/hard/soft (examples with instruments)

TEXTURE: Layers of sound (number of instruments or voices playing together)

STRUCTURE: The way the music is laid out –e.g. Verse, chorus, verse.