Year group	Singing	Listening	Perform	Explore	Create	Musical notation	Repertoire Composers	Musical vocabulary	Links to Charanga units
Nursery	Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match'). Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.	Listen with increased attention to sounds.	Play instruments with increasing control to express their feelings and ideas	Create their own songs, or improvise a song around one they know	N/A	N/A	Introduction to composers through stories.  Saint Saens - Carnival of the animals  Swan Lake - Tchaikovsky  Peter and the Wolf - Prokoviev  The Nutcracker - Tchaikovsky	high low up down	N/A
	Singing	Listening	Perform	Explore	Create	Musical notation	Repertoire, Composers, Styles	Musical vocabulary	Links to Charanga units
Recepti	Knowledge sing or rap nursery rhymes and simple songs from memory. Know songs have sections.  Skills Sing along to a music track, or backing track	Knowledge know twenty nursery rhymes off by heart. know the stories of some of the nursery rhymes. Skills learn how music can tell a story	Knowledge  Know that a performance is sharing music.  Skills  Perform a nursery rhyme or song and add actions  Perform a nursery rhyme or song and add actions	Knowledge To know songs and their words can tell stories  Skills Explore high and low using voices	Knowledge know that we can move with the pulse of the music  Skills Copy a nursery rhyme  Invent a pattern	N/A	William Tell overture by Rossinni  Dance of the sugar plum fairy - Tchaikovsky  Flight of the Bumblebee Korsakov  Jupiter - Holst  Fantasia on a theme by Ralph Vaughn Williams	pulse pitch tempo instruments audience	https://www.h ullmusicintera ctive.org.uk/sc heme

Cha pon	115 IN MUSIC - 21	020/21							
			add an instrument				Flying theme by John Williams		
	Singing	Listening	Perform	Improvisation	Composition	Musical notation	Repertoire, Composers, Styles	Musical vocabulary	Links to Charanga units
Year 1	Knowledge confidently sing or rap five songs from memory and sing them in unison  Skills learn about different types of voices listen and stop when following a leader	Knowledge know 5 songs off by heart. know what the songs are about. know and recognise the sound and names of some of the instruments they use. skills Enjoy music by dancing, marching, being pop stars	knowledge Learn the names of the notes in their instrumental part from memory or when written down. Learn the names of the instruments they are playing. Skills perform a song and say how they feel about it	make a new tune that has not been heard before.  Skills improvise using 3 challenges Sing, play and clap	knowledge composing is like writing a story  Skills  create 3 simple melodies using 3-5 notes	c,d,f,g	Benjamin Britten  Old school hip hop Reggae Blues Baroque Latin Irish folk Bhangra Bossa Nova Film music musicals  The firebird - Stravinsky  The Bird - Sergei Prokofiev  Grand march from Aida - Verdi  Bolero - Maurice Ravel  The Lamb - John Tavener	Pulse Pitch tempo Rhythm melody	https://www.h ullmusicintera ctive.org.uk/sc heme

•	Singing	Listening	Perform	Improvisation	Composition	Musical notation	Repertoire Composers Styles	Musical vocabulary	Links to Charanga units
Year 2	knowledge know 5 songs from memory know that unison means altogether know songs can be sung or rapped know voices need warming up  Skills Learn about pitch comfortable singing position how to follow a leader	Knowledge know 5 songs off by heart know songs have a chorus know songs have a musical style  Skills To learn how songs can tell a story To learn how to enjoy music by dancing etc	Knowledge know a performance is to share your music with an audience Skills Choose a known song and perform add own ideas to a performance say how they feel about performing	Knowledge know that improvisation is to make a tune up on the spot  Skills improvise using 2 learnt notes improvise by clapping a rhythm to a know tune use instruments to improvise	Knowledge Know that composition is like writing a story everyone can compose  Skills create 3 simple melodies using up to 5 notes learnt know how notes can be written down on a stave	a,b,c,d,e,g,	South African Big Band Motown Rock Reggae Pop Soul Film/musicals  Peer Gynt suite by Greig  Brandenburg concerto - Johann Sebastian Bach  The diary of a fly - Bartok  Fantasia on Greensleeves - Ralph Vaughn Williams  Dance of the sugar plum fairy - Tchaikovsky  The Robots - Kraftwerk	Pulse Pitch tempo Rhythm melody dynamics	https://www.h ullmusicintera ctive.org.uk/sc heme

	Singing	Listening	Perform	Improvisation	Composition	Musical notation	Repertoire Composers Styles	Musical vocabulary	Links to Charanga units
Year 3	Knowledge know that singing in a group is called a choir choir has a leader or conductor Songs can make you feel different - have emotions when you sing in a group you need to listen to each other know why you need to warm up your voice  Skills sing in unison and 2 simple parts demonstrate a good listening posture follow a leader/conducto r when singing explore singing solo awareness of singing in tune awareness of pulse	knowledge know at least 5 songs from memory know 5 different styles of songs be able to talk about 1 song in depth - what the lyrics mean etc  Skills identify and move to the pulse think about meaning of lyrics discuss how a song makes them feel listen carefully and respectful to other people's thoughts about music	knowledge performance is sharing music with an audience and others need to know and plan what you are performing sing or rap words clearly performance involves communicating your feelings  Skills be able to choose what to perform communicate your performance clearly and articulately Talk about how it was created listen and reflect your performance be able to evaluate it	knowledge know that when you improvise you can use any notes and you cannot make a mistake  Skills use improvisation tracks to sing, play, copy back and improvise. working through the bronze, silver and gold challenges	Knowledge composition is music created by you composition can be recorded by using symbols, notes, pictures  Skills create a simple melody using up to 5 different notes discuss how it has been created listen and reflect use symbols, notes or pictures to record composition on paper	c,d,e,f,g a, b b flat	R and B Musicals motown soul Reggae Disco  L'homme Arme - Robert Morton  Clash and bang - Talvin Singh  Les Tricoteuses - François Couperin  The Clock II Andante - Franz, Joseph Hayden  Piano Concerto Allegro - Franz Liszt  A L'après midi du faune - Debussy	Pulse Pitch tempo Rhythm melody dynamics structure metre	https://www.h ullmusicintera ctive.org.uk/sc heme

	Singing	Listening	Perform	Improvisation	Composition	Musical notation	Repertoire Composers	Musical vocabulary	Links to Charanga units
						noration	Styles	Vocabalal y	Criai anga amis
Year 4	<b>Knowledge</b>	<mark>knowledge</mark>	<mark>knowledge</mark>	<mark>knowledge</mark>	Knowledge	c,d,e,f,g,a,b,	Taught through	Pulse	https://www.h
Wider	know that	musical	performance is	know that	composition		wider ops	Pitch	<u>ullmusicintera</u>
Ops -	singing in a	characteristics	sharing music	when you	is music			tempo	ctive.org.uk/sc
<b>Violins</b>	group is called a	- song	with an	improvise you	created by		Vivaldi	Rhythm	<u>heme</u>
	choir	indicators to	audience and	can use any	you		John Williams	melody	
	choir has a	style	others	notes and you	composition		Hans Zimmer	dynamics	
	leader or	lyrics are the	need to know	cannot make a	can be			structure	
	conductor	words that tell	and plan what	mistake	recorded by			metre	
	Songs can make	you what the	you are	use some	using			texture	
	you feel	song is about	performing	familiar riffs	symbols,			notation	
	different - have	identify any	sing or rap		notes,				
	emotions	musical	words clearly	Skills	pictures				
	when you sing in	dimensions	performance	use					
	a group you need	(pitch, tempo,	involves	improvisation	Skills				
	to listen to each	rhythm,texture	communicating	tracks to sing,	create a				
	other	)	your feelings	play, copy	simple				
	know why you	Identify - main		back and	melody using				
	need to warm up	verse of a song		improvise.	up to 5				
	your voice	and chorus	Skills	working	different				
			choose what to	through the	notes				
	texture in sound	name some	perform	bronze, silver	discuss how				
	- a sole singer	instruments	present a	and gold	it has been				
	makes a thinner	playing in the	performance	challenges	created				
	texture than a	piece of music	that will		listen and				
	choir		capture the		reflect				
		Skills	audience		use symbols,				
	Skills	confidently	communicate		notes or				
	sing in unison	identify and	the		pictures to				
	and 2 simple	move to the	interventions		record				
	parts	pulse	talk and		composition				
	demonstrate a	talk about	discuss best		on paper				
	good listening	dynamics	place, stand						
	posture	reflect on how	for performing						
	follow a	the music	reflect and						
	leader/conducto	makes you feel	evaluate						
	r when singing								
	explore singing	use musical							
	solo	vocabulary							

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	awareness of	when talking							
	singing in tune	about a piece of							
	awareness of	music							
	pulse								
	to be able to								
	join a song when								
	lost								
	Singing	Listening	Perform	Improvisation	Composition	Musical	Repertoire	Musical	Links to
						notation	Composers	vocabulary	Charanga units
							Styles		
Year 5	Knowledge	Knowledge -	<u>knowledge</u>	knowledge	Knowledge	c,d,e,f,g,a,	Rock	Pulse	https://www.
	Confidently sing	know 5 songs	performance is	know that	composition	Ь,	Jazz	Pitch	hullmusicinter
	5 songs and	from memory,	sharing music	when you	is music		Pop Ballads	tempo	active.org.uk/
	their parts from	who wrote them	with an	improvise you	created by		Нір Нор	Rhythm	scheme
	memory.	and when they	audience and	can use any	you		Motown	melody	
	Be able to talk	were written -	others	notes and you	Α			dynamics	
	about a song, its	possibly why	need to know	cannot make a	composition		Dido and	structure	
	main features,	they were	and plan what	mistake	has pulse,		Aeneas	metre	
	to know what	written.	you are	use some	rhythm and		overture -	texture	
	the song is		performing	familiar riffs	pitch that		Henry Purcell	notation	
	about and	know 5	sing or rap	to know the	work			timbre	
	explain the	different	words clearly	names of 3	together		Symphony no 5		
	importance of	styles of music	performance	well known			in c minor -		
	warming up your	and be able to	involves	improvisation	recognise		Beethoven		
	voice	recall examples	communicating	musicians	notation -				
		from previous	your feelings		symbol to		Central park in		
	Skills	year groups.		Skills	note		the dark -		
	sing in unison	choose 2 or 3		Improvise			Charles Edward		
	and as a backing	songs and be	Skills	using	Skills		Ives		
	vocals	able to talk	choose what to	instruments in	create a				
	show a good	about their	perform	the context of	simple				
	singing posture	lyrics,	present a	a song	melody using				
	follow the	dimensions	performance	performed.	up to 5				
	leader when	sections,	that will	use	different				
	singing	instruments	capture the	improvisation	notes				
	be aware of	heard etc	audience	tracks,	discuss how				
	your singing part		communicate	working	it has been				
	in a group	<mark>Skills</mark>	the	through the	created				
	Have an	identify and	interventions	bronze, silver	listen and				
	awareness of	move to the	talk and	and gold	reflect				
	singing in tune	pulse	discuss best	challenges					

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		think about the message in songs compare 2 songs of the same style use musical words to describe what they are hearing Talk about the musical dimensions and how it makes them feel.	place, stand for performing reflect and evaluate		on notes used and how they connect to each. recognise sound and symbol.				
	Singing	Listening	Perform	Improvisation	Composition	Musical notation	Repertoire Composers Styles	Musical vocabulary	Links to Charanga units
C 5 ti m B a m ti d a e ir w vi	Considently sing of songs and their parts from memory. Se able to talk about a song, its main features, to know what the song is about and explain the mportance of varming up your roice.  Skills sing in unison and as a backing rocals	Knowledge know 5 songs from memory, who wrote them and when they were written - possibly why they were written.  know 5 different styles of music and be able to recall examples from previous year groups. choose 2 or 3 songs and be able to talk about their lyrics,	knowledge performance is sharing music with an audience and others need to know and plan what you are performing sing or rap words clearly performance involves communicating your feelings  Skills choose what to perform	knowledge know that when you improvise you can use any notes and you cannot make a mistake use some familiar riffs to know the names of 3 well known improvisation musicians  Skills Improvise using instruments in the context of	Knowledge composition is music created by you A composition has pulse, rhythm and pitch that work together recognise notation - symbol to note  Skills create a simple melody using	c,d,e,f,g,a, b,c	Benjamin Britten Carole King Jon Boden  Pop/motown Jazz Latin Blues Gospel Bhangra  Armide overture - John Baptiste Lully  Erlkonig D - Franz Schubert  Sonata for horn - Paul Hindemith	Pulse Pitch tempo Rhythm melody dynamics structure metre texture notation timbre harmony	https://www. hullmusicinter active.org.uk/ scheme

<u></u>	13 III Music - 20		•	1			<del> </del>
	show a good	dimensions	present a	a song	up to 5	Homelands -	
	singing posture	sections,	performance	performed.	different	Nitin sawhney	
	follow the	instruments	that will	use	notes		
	leader when	heard etc	capture the	improvisation	discuss how		
	singing		audience	tracks,	it has been		
	be aware of	Skills	communicate	working	created		
	your singing part	identify and	the	through the	listen and		
	in a group	move to the	interventions	bronze, silver	reflect		
	Have an	pulse, with ease	talk and	and gold	on notes		
	awareness of	think about the	discuss best	challenges	used and how		
	singing in tune	message in	place, stand		they connect		
		songs	for performing		to each.		
		compare 2	reflect and		recognise		
		songs of the	evaluate		sound and		
		same style	be able to say		symbol.		
		use musical	what went well				
		words to	and what you				
		describe what	would be even				
		they are	better				
		hearing					
		Talk about the					
		musical					
		dimensions and					
		how it makes					
		them feel.					