|  | **F1** | | | **F2** | | | | **Year 1** | | | **Year 2** | | | | **Year 3** | | | **Year 4** | | | | | **Year 5** | | | | **Year 6** | | | |
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| Topic/Key Concept | Action songs | Pitch Matching | Introduction to untuned instruments | | Singing games and rhymes. | Sounds and tuned instruments | Notation, Composition Performances | Introducing Beat MMC  Adding rhythm and pitch - MMC | Introducing tempo and dynamics MMC  Combining pulse, rhythm and pitch MMC | Having fun with improvisation  MMC  Explore sound and create a story  MMC  Optional extra:  Jack and the Beanstalk - BBC Radio | Little Red riding Hood - BBC Radio | Hands feet heart  Friendship Song | Seaside songs  Reflect and Rewind. | Pulse and rhythm | | Rhythm and music notation | Compose and perform rhythmic patterns  Bringing us Together - Charanga Unit  Summer 1 | | How does music bring us together?  Charanga Units 1 and 4 MMC  How does music teach us about our community? | Practise and compose using three chords  Strings and Chords | Tablature, melody and rhythmic patterns | **Livin’ on a Prayer**  Christmas performance. | | Introduction to learning how to play the Violin through a repertoire of pieces. | Reflect, Rewind and Replay.  Violin - rehearsing and performing | Violin - Explore in more depth | | **Using chords and structure - MMC** | Reflect, Rewind and Replay.  Rehearsing and performing |
| Key Learning Focus (big Picture | To explore and learn a variety of action songs and follow the actions in time to the music, keeping the beat using body percussion | To explore their voices and to use their voice confidently to pitch match using two notes. | To explore and become familiar with a selection of untuned instruments and play them correctly with confidence and control | | To explore  and learn a variety of singing games and rhymes following the melody, pitch and rhythm. | To explore musical sounds and solfa and introduce melodic instruments | To explore and learn the notation of previously learnt songs to perform confidently using tuned and untuned instruments. | To sing expressively and confidently in a large group.  To sing a melody at their own pitch. - linked to performance skills for christmas nativity | Introducing tempo and dynamics - louder,  quiet,  fast,  slow  Combining pulse, rhythm and pitch - steady heartbeat, high and low sounds | Having fun with improvisation  Explore sound and create a story- identify class instruments | BBC Radio – Little Red Riding Hood    Pulse, rhythm, pitch and dynamics of music through actions, instruments and voice.  Main groups in an orchestra**.**    Identify main groups of instruments in an orchestra by sight and sound. How sounds can be changed. | Hands, Feet, Heart  How to find the pulse and compose, perform rhythm to a given pulse and own short rhythmic patterns.  Friendship song  Playing instruments to given pulse and singing songs. | Seaside songs.  Following pitch movements with hands and using high, low and middle voices.  Reflect and Rewind  Sequencing and selecting sounds to create a specific effect using both instruments and digital technology. | To identify the pulse, rhythm and pitch of music through actions, instruments and voice. . | | Further development of rhythmic patterns and introduction of notation vocabulary | Develop, compose and perform rhythmic patterns using different techniques.  To explore different patterns within the C major - three notes. | | Introduce the ukulele, string names and chords | Ukulele - play simple melodies and accompaniments  Improvise simple melodies on ukulele.  Perform simple melodies on tuned instruments. | Demonstrate the correct use of musical terms - timbre, pitch,silence, dynamics, duration, harmony through listening. | Sing a harmony part confidently and accurately.  Perform with controlled breathing and phrasing.  Sing confidently as a class, in small groups and alone and begin to develop improvisation with the voice. | | Subdivide the pulse whilst keeping a steady beat.  Introduce 2/4 time and 4/4 time signature through high quality music drawn from different traditions and great composers.  Identify the metre of different songs through recognising the pattern of strong/weak beats. | Develop opportunities to perform with their instruments with increasing accuracy and confidence.  Perform simple melodies and accompaniments on violin. | Develop opportunities to perform with their instruments with increasing accuracy and confidence. | | **How does music shape our way of life?**  Build upon previous knowledge of pitch, dynamics, pulse, improvisation and composition | Develop opportunities to perform with their instruments with increasing accuracy and confidence.  Explore, select and combine a range of different sound sources to compose a soundscape.  Compose music individually or collaboratively using a range of stimuli. |
| National Curriculum Link | **3-4 Year Olds**  Remember and sing entire songs.  Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs. | **3-4 Year Olds**  Remember and sing entire songs.  Sing the pitch of a tone sung by another person (‘pitch match  Create their own songs or improvise a song around one they know.  Listen with increased attention to sounds | **3-4 Year Olds**  Play instruments with increasing control to express their feelings and ideas.    Create their own songs or improvise a song around one they know.    Listen with increased attention to sounds.    Respond to what they have heard, expressing their thoughts and feelings. | | **3-4 Year Olds**  Listen with increased attention to sounds.  Sing the pitch of a tone sung by another person (‘pitch match’)  **Reception**  Sing in a group or on their own, increasingly matching the pitch and following the melody  Explore and engage in music making and dance, performing solo or in groups.  Watch and talk about dance and performance art, expressing their feelings and responses. | **Reception**  Sing in a group or on their own, increasingly matching the pitch and following the melody.  Explore and engage in music making and dance, performing solo or in groups.    Listen attentively, move to and talk about music, expressing their feelings and responses.    Watch and talk about dance and performance art, expressing their feelings and responses. | **Reception**  Explore and engage in music making and dance, performing solo or in groups.  Listen attentively, move to and talk about music, expressing their feelings and responses.  **ELG:**  Sing a range of well-known nursery rhymes and songs;  Perform songs, rhymes, poems and stories with others, and – when appropriate – try to  move in time | Identify the pulse in different pieces of music.  Sing with confidence in a group and at pitch.  Key themes -  *How can we make friends when we sing together?*  *How does music tell stories about the past?* | Handle and play instruments with control.  Create a mixture of sounds – focus on dynamics, rhythm, pulse  Key themes:  *How does music make the world a better place?*  *How does music help us to understand our neighbours?* | Identify classroom instruments and create sounds to stimuli.  Listen with concentration to a variety of genres.  Recognise repeated patterns - ostinato  *What songs can we sing to help us through the day?*  *How does music teach us about looking after our planet?* | Follow pitch movements with hands.  Sing with control of pitch.  Identify different groups of instruments in orchestra by sight and sound. | Internalise/create short rhythmic patterns. | Identify long and short sounds in music.  Develop the use of symbols for composition and performance. | Demonstrate accurate use of musical terms - duration, beat, tempo, texture, pulse.  Recognise the structure of a song. | | Devise non-standard symbols for playing and resting moving to crotchets & quavers by the end of the year. | Repeat then compose simple patterns on djembe or other non-pitched percussion instruments. | | Sing with awareness of elements - timbre, tempo, dynamics.  Maintain simple harmony in a group.  Perform simple accompaniments on tuned instruments. | Perform simple melodies on tuned instruments. | Sing songs using different vocal effects and control. | Sing with increasing confidence. | | Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians  develop an understanding of the history of music. | Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression | Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression | | Evaluate different pieces of music by a variety of composers  Identify a sense of occasion. | Improvise and compose music for a range of purposes using the inter-related dimensions of music.  listen with attention to detail and recall sounds with increasing aural memory.  use and understand staff and other musical notations. |
| Learning Outcome 1 | To learn and explore action songs.  - Touch your shoulders  - Seesaw | To learn and explore call and response songs. | To revisit previously learnt action songs and pitch matching songs. | | To learn and explore singing games and rhymes.  -Cobbler Cobbler  -Listen Listen here I come | To learn S-M songs and accompany with hand signs. | To revisit previously learnt singing games and rhymes | Baseline quiz  Find the Beat  To control sounds through singing and playing - performance skills | Learn and sing the song.  To control sounds through singing and playing - performance skills | Learn and sing the song.  To control sounds through singing and playing - performance skills | Learn and sing the song.  Recognise different rhythms (fast, slow) in the song. | Identify the pulse in a piece of music.  Use instruments to perform a rhythm to a given pulse. | Learn to sing the song.  Follow pitch movements with hands. | To Introduce the djembe instrument and demonstrate clapping games using call and response. | | To expand rhythmic patterns to 8 beats | Repeat simple patterns on djembe or other non-pitched percussion instruments.  Warm-up Games b. Flexible Games (optional)  c. Start to learn the song Bringing Us Together | | Learn parts and strings of the ukulele  Learn basic strumming. | Introduce the F major Chord | Explore tablature and rhythmic notation | **Livin on a Prayer -Lesson 1** | | To be introduced to and explore the anatomy of the violin.  To be able to recognise cultural significance of 2 genres. | To explore melody using 5-8 sounds on the G,D and A Major scale.  To continue to explore melody using 5-8 sounds on the G,D and A Major scale and play in a round. | **Charanga - lesson 1**  To use prior knowledge to revisit scales and bow technique. | | **Charanga - lesson 1**  **Wake Up! (1)**  Listen and respond  Learn to sing the song | **Charanga -**  **lesson 1**  ReflectRewindA composition activity using the Music Explorer resource ● Rhythm Grid work ● The Language of Music ● Rewind and Replay (Revision) - revisit songs from the yea**r** |
| Learning Outcome 2 | To use body percussion to accompany the action song Seesaw. | To explore call and response songs using different levels of pitch. | To explore a variety of untuned instruments. | | To explore untuned instruments to accompany familiar singing games and rhymes, | To introduce chime bars and explore the range of sounds and pitch. | To explore and look at the rhythm notation of previously learnt songs. | Sing the song and play instrumental parts of the song. | Sing the song and play instrumental parts of the song. | Sing the song and play instrumental parts of the song.  To practise, rehearse and present performances with an awareness of the audience | Recognise high and low patterns through singing.  Recognise changes in pitch. | Handle and play glockenspiels with control. | Use high, low and middle voices when singing. | Introduce key words and phrases and learn a traditional African drumming pattern | | Introduce pitch through the Djembe | Create simple patterns on djembe and other non-pitched instruments.  Lesson 2 as above  add  d. Option: Play instrumental parts | | Introduce the string names | Compose a piece of music using one or more of the chords | Create a composition using melody and tablature.  Begin to introduce standard notation on stave. | **Charanga - Livin’ on a Prayer lesson 2** | | To understand the term ‘pitch and be introduced to the names of the strings. | To perform a range of genres on a violin using the bow and pizzicato. | **Charanga - lesson 2**  To play a variety of scales (G,D,A) using different rhythms.  To compose their own piece of music using fingers.  using a range of notes within the scale. | | **Charanga -**  **Lesson 2**  **Wake UP! (2)**  Listen and respond  Learn to sing the song  Play instruments to accompany song. | **Charanga-**  **lesson 2**  Reflect  Rewind  A composition activity using the Music Explorer resource ● Rhythm Grid work ● The Language of Music ● Rewind and Replay (Revision) - revisit songs from the yea**r** |
| Learning Outcome 3 | To learn the action song ‘Chop Chop Choppity Chop’. | To move their body in response to different levels of pitch. | To use untuned instruments to accompany previously learnt action songs. | | To use untuned instruments to perform previously learnt rhymes. | To use chimes bars to accompany S-M songs. | To use claves/chimes to play the rhythm notations of previously learnt songs. | Sing the song and  improvise using  voices and/or  instruments within  the song. | Sing the song and  improvise using  voices and/or  instruments within  the song. | Sing the song and  improvise using  voices and/or  instruments within  the song.  To create and develop musical ideas: improvise, develop rhythmic and melodic material when performing. | Explore dynamics through instruments.  Create two-part piece of music using instruments.  Identify how sounds reflect different stimuli. | Create short, rhythmic patterns using a glockenspiel. | Create a sequence of repeating sounds. | Learn basic rhythmic patterns | | Rehearse new pitch techniques and apply to 4 beat and 8 beat patterns | Collaborate to compose a rhythmic piece.  Lesson 3 as above  add  e: improvise | | Introduce the basic chord | Learning to play the Ukulele using all 3 taught chords | Learn how to play the G Chord on a Ukulele | **Charanga - Livin’ on a Prayer lesson 3**  Develop ensemble performance skills  **CHRISTMAS SINGING** | | To be introduced to pizzicato along with different speeds of pulse. | To continue to perform a range of genres on a violin with increased confidence to perform in front of an audience. | **Charanga - lesson 3**  To be introduced to arpeggios and harmonies. | | **Charanga -lesson 3**  **Down by the Riverside (1)**  Listen and respond  Learn to sing the song  Play instruments to accompany the song.  Improvise. | Charanga - lesson 3  Reflect  Rewind  A composition activity using the Music Explorer resource ● Rhythm Grid work ● The Language of Music ● Rewind and Replay (Revision) - revisit songs from the yea**r** |
| Learning Outcome 4 | To explore traditional Indian folk music and respond to the music through movement. | To move their body in response to different levels of pitch focusing on musical signals. | To play untuned instruments to accompany action song with increased confidence and control. | | To explore traditional Indian folk music and respond to the music through movement and dance. | To explore Traditional Celtic folk music and respond to the music through movement and dance. | To use solfa, singing, tuned and untuned instruments to complete a class performance | Sing the song and  perform  composition(s)  within the song | Sing the song and  perform  composition(s)  within the song | Sing the song and  perform  composition(s)  within the song  To explore, choose, combine and organise musical ideas within musical structures | Identify the main groups of instruments by sight and sound. | Practise Composition on digital device.  Perform composition using glockenspiel.  Recognise ostinato through learning the song Chicka Hanka Ostinato - Charanga | Sequence sounds to create a specific effect. | Use taught patterns to play a known song  Introduce the rest | | Create a composition using pitch and 4 and 8 beat patterns | Lesson 4 as above  add  f: compose | | Introduce the C major Chord and where fingers are placed on the fretboard | Applying the three taught chords in the context of a song | To rehearse a performance. | **Charanga - Livin’ on a Prayer lesson 4**  Developduo and trio performance skills -  **CHRISTMAS SINGING**. | | To introduce time signature and its purpose – 2/4 and 4/4.  To compose their own piece of music using open strings focusing on 2/4 and 4/4 beats. | VIOLIN CONCERT | **Charanga - lesson 4**  To introduce and learn a piece in ¾ time (silent night).  To introduce and learn a piece in 6/8 time (folk tune/jig). | | **Charanga - Lesson 4**  **Down by the Riverside (2)**  Listen and respond  Learn to sing the song  Play instruments to accompany the song.  Improvise.  Compose. | To continue to sing confidently as a class, and begin to develop improvisation with the voice. |
| Learning Outcome 5 | To continue to use body percussion to accompany familiar action songs. | To learn a song with simple pitch and improvise using alternative words to create a new song. | To play untuned instruments with confidence and control using comparatives. | | To learn songs with simple rhythm patterns using claves to accompany. | To use the chime bars to  perform S-M songs in groups/ individually. | To perform a practice song to live audience using solfa, singing, tuned and untuned instrument | Choose what you  perform today. Start  to prepare for the  end-of-unit  performance | Choose what you  perform today. Start  to prepare for the  end-of-unt  performance | Choose what you  perform today. Start  to prepare for the  end-of-unit  performance  Torespond and review performances using appraising skills | Explore how sounds change.  Play a steady  beat with an untuned instrument. | Use glockenspiels to perform a rhythm to a given pulse. | Select sounds to make a specific effect using instruments and digital technology. | Introduce a change of tempo to create a rhythmic pattern  Compose and perform own rhythmic patterns | | Introduce notation and use in context | Create music that describes contrasting moods or emotions | | Introduce the f major Chord and where fingers are placed on the fretboard | Introduce tablature and melody | To perform a concert on the Ukulele. | **Charanga - Livin’ on a Prayer lesson 5**  Develop solo performance skills  **CHRISTMAS SINGING** | | To explore and compose a variety of rhythm patterns to then perform. | Summer 2 **-Charanga** | **Charanga - lesson 5**  To perform a Christmas concert singing and playing the violin in front of a live audience. | | **Charanga - Lesson 5**  **Dance the Night Away** | To confidently perform an end of year production- Shakespeare Rocks. |
| Essential Vocabulary Learnt | Songs,Sing,  Beat,  Body Percussion,  Up,  down  Fast,  Slow,  Diwali | Songs,  Sing,  Voice,  Movement,  Beat,  Pitch,  High,  Low | Untuned Instruments,  Claves,  Loud,  Quiet | | Rhymes,  Claves,  Rhythm,  Pattern,  Melody,  Pitch,  Diwali | Rhythm,  Pitch,  So,  Mi,  Solfa,  Group,  Solo,  Performance,  Accordion  Bodhran | Chime Bars,  Notes,  Ta  Te te  Rest  Group,  Solo,  Performance,  Audience | pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophone | keyboard, bass, guitar, percussion, trumpets, saxophone, performance, audience,  Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, compose, improvise, perform, groove | keyboard, drums, bass, pulse, rhythm, pitch, improvise, compose, perform, audience, imagination  dynamics - loud/soft, pitch - high/low, pitched instruments, glockenspiels | Beat,  Pulse,  Rhythm,  Lyrics,  Canon,  Rests,  Verse,  Chorus,  Pitch,  Dynamics,  Volume,  High,  Low,  Percussion,  String,  Woodwind,  Brass,  Instrument family,  Orchestra,  Sight,  Sound,  Rhythm  Beat | Beat,  Pulse,  Rhythm,  Lyrics,  Note,  Compose,  Composition,  Verse,  Chorus,  Tune,  Volume,  High,  Low,  Dynamics,  Structure,  Notation,  Pitch,  Verse, | A capella,  appraising  back beat,  backing,  balance,  ballad,  band,  bridge,  chord,  chorus,  cover,  composing,crossover,  conductor,  dynamics,  pianissimo  fortissimo | Control  pulse  rhythm  djembe  tempo  rhythmic patterns  crescendo  diminuendo  melody  notation  accompaniment,  performance, | | beat  pattern  technique  pitch  bass tone  open tone  composition  compose  crotchet  quaver  rhythm  rhythmic  notation  control  rest | Keyboard, drums, bass, imagination, improvise, compose, disco, pentatonic scale, pulse, rhythm, pitch, tempo, dynamics, texture, structure, hook, riff, melody. | | Djembe  Ukulele  crotchet  quaver  rhythm  rhythmic  string  fretboard  strum  strumming  c major chord  A minor chord | chord  major  minor  fret board  F major  compose  composition  muscle memory  demonstrate  rehearse  perform  melody  tablature | tablature  melody  perform  rehearse  notation  rhythm  rhythmic  composition  G Chord  A minor  C Major  F Major  fret board  string  strumming  performance | Pitch  Pulse  Quaver  Repetition  Rest  Rock, structure, pulse, rhythm, pitch, bridge, backbeat, amplifier, tempo, texture, dynamics, chorus, bridge, riff, hook, improvise, compose. | | chin rest  tuning pegs  string  sound holes  bridge  horse hair  bow  shoulder rest  fingerboard  arco  pizzicato  rosin  pitch  composition  crochet  quaver  rest  semi-quaver  beat  rhythm  tempo  time signature  stave  notation  perform  ostinato | round  performance  repetition  genre  folk  jazz  pop  classical  bow  arpeggios  harmony  polyphonic hearing  ¾ time  waltz  6/8 time  jig  ostinato | genre  folk  jazz  pop  classical  bow  arpeggios  harmony  polyphonic hearing  ¾ time  waltz  6/8 time  jig  ostinato | | minims, dotted crotchets, crotchets, dotted quavers, triplet quavers, quavers, semiquavers and their rests, by ear or from notation.  bass guitar, electric guitar, percussion, sections of the orchestra such as brass, woodwind and strings, electric organ, congas, pianos and synthesizers, and vocal techniques such as scat singing. | phrase  improvisation  perform  melody  posture  project |
| Enrichment for Cultural Capital and Deep Thinking |  |  | Liverpool Philharmonic | |  | St Patrick’s Day Band. | Big Band  KS2 Violin Club. | Christmas performance s at church to parents  Choir performance to community e.g. Christingle, Old People’s homes, library  Lower Site choir  Visit from pantomime | Trip to Liverpool Philharmonic  Seesaw performances  Lower Site choir | Lower site choir  Whole school Ukraine concert | Christmas performance s at church to parents  Choir performance to community e.g. Christingle, Old People’s homes, library | Lower Site choir | Chester Cathedral Choir - six weeks course in school  Year 5 violin performance.  Lower Site choir  Whole school Ukraine concert | Christmas performance s at church to parents  Lower Site choir | | Cross curricular link to English performance poetry  Lower Site choir | Chester Cathedral Choir - six weeks course in school  Lower Site choir  Djembe concert - SH  Whole school Ukraine concert | | Christmas performance s at church to parents  Lower Site choir | Guitar lessons with SH and Craig.  Lower Site choir | Guitar lessons with SH and Craig.  YLower Site choir  Ukulele concert - SH  Whole school Ukraine concert | Christmas performance s at church to parents | | Violin concerts for parent  Y5 CHOIR | Y5 TO PERFORM TO Y2- VIOLIN.  AMASING  Whole school Ukraine concert | Christmas performance s at church to parents | | SATS | Y6 performance - end of KS2  Collaborative choir performance with top site choir and lower site - KJ,SR & JPR.  Whole school Ukraine concert |