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|  | EYFS | | Year 1 | | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
| **Autumn** | **All about me** | **Once upon a time** | **Magnificent Me** | **Let’s celebrate** | **I’m on a journey** | **Light and dark** | **Volts and vibrations** | **May the force be with you** | **Fair’s fair** |
| Charanga units | **YR Autumn 1**  **Me!**  Resilience | **YR Autumn 2**  **My stories**  Culture | **Y1 Autumn 1**  **Hey You!** | (Christmas Songs - Performance) | **Y2 Autumn 1**  **Hands, Feet, Heart**  (Science link - Animals Inc Humans)  Resilience  (Christmas Songs – Performance) | **Y3 Autumn 2**  **Glockenspiel Stage 1** (following on/ reinforcing TACT Reading and composing) | **Y4 Autumn 2**  **Glockenspiel Stage 2**  (science link – sound/ how glockenspiels produce different sounds) | **Y5 Autumn 1**  **Livin’ on a prayer** | **Y6 Autumn 1**  **Happy**  (PSHE link)  Community |
| Autumn – music  TACT  Y1-6 | Familiar songs and rhymes  Nativity and Christmas music  CIL | | Exploring Sounds  Performance | | Exploring Sounds | Reading and Composing | Soundscapes – The elements  Environment | Reading and composing | Working with sounds |
| **Spring** | **Giants, Monsters and Dragons** | **Spring into life** | **Once upon a time** | **Toy story** | **Passing of time** | **Stone age bone age** | **The empire strikes back** | **Earth and space** | **My place in the world** |
| Charanga units | **YR Summer 1**  **Big Bear Funk** | **YR Spring 1**  **Everyone**  Community | **Y1 Spring 1**  **In the Groove** | **Y1 Spring 2**  **Round and Round** |  | **Y3 Summer 1**  **Bringing us together**  (PSHE link – Friendship/Relationships)  Community/Diversity | **Y4 Autumn 1**  **Mamma Mia** |  | **Y6 Spring 1**  **Benjamin Britten – A New Year Carol** |
| Spring – music  TACT Y1-6 | Chinese New Year – making and listening to Chinese music  Culture  CIL | | Performance -  Big Sing  Community | | Performance – Big Sing  Community | Performance – Big Sing  Community | Performance – Big Sing  Community | Performance in ensemble contexts – Big Sing  Community | Performance in ensemble contexts – Big Sing  Community |
| **Summer** | **Food, glorious food** | **Whatever the weather** | **Cheep! Cheep!** | **Under the sea** | **Living things** | **River deep mountain high** | **Rainforests** | **Meet the Mummy** | **The same but different** |
| Charanga units |  | **YR Spring 2**  **Our World** | **Y1 Autumn 2**  **Rhythm in the way we walk/Banana Rap** | **Y1 Summer 1**  **Use your imagination** link with seaside  **Other** - Freestyle unit – oceans, rivers and seas | **Y2 Spring 2**  **Zootime**  (Science link – living things)  **Y2 Summer 1**  **Friendship song**  Diversity | **Y3 Spring 2**  **The Dragon Song**  (Geog/PSHE links – world music/ environment)  Culture  Environment | **Y4 Spring 1**  **Stop!**  (Geog links – Latin America)  Diversity  **Y4 Spring 2**  **Lean on me**  Culture | **Y5 Autumn 2**  **Classroom Jazz 1**  **Y5 Spring 2**  **The Fresh Prince of Bel Air** –hip hop  Link with art, literacy, (re-write/adapt words to rap)  Culture | **Y6 Autumn 2**  **Classroom Jazz 2**  Culture  **Y6 Summer 1**  **You’ve got a friend**  (PSHE links – relationships)  Community/Diversity |
| Summer – music  TACT  Y1-6 | African art and music, linked to Handa’s Surprise  Reviewing own ideas in CIL | | World music | | World music | World music | World music | World music | World music |
| Skills | **All Prime and Specific ELGs and the COEL form the foundations for the National Curriculum**  **Playing & Exploring** – Engagement  Finding out and exploring  Playing with what they know  Being willing to have a go  Explorosaurus  **Active Learning** – Motivation  Being involved and concentrating  Keeping on trying  Enjoying achieving what they set out to do  Stickosaurus  **Creating & Thinking Critically** – Creating  Having their own ideas  Making links  Choosing ways to do things  Thinkosaurus  **Current ELGs**  **EAD Exploring and using media and materials**  Children sing songs, make music and dance, and experiment with ways of changing them  **EAD Being Imaginative**  Represent own ideas through D&T, tech, art, dance, music, role play and stories  **Pilot ELG**  **Performing**  Sing a range of well-known nursery rhymes and songs  Perform songs, rhymes, poems and stories with others, and when appropriate move in time with music  Co-construct, invent, adapt and recount narratives and stories with peers and  their teacher | | Year 1  Listen to music with sustained concentration.  Find the pulse whilst listening to music and using movement.  Use the correct musical language to describe a piece of music.  Recognise different instruments.  Discuss feelings and emotions linked to different pieces of music.  Begin to understand that the rhythm is a mixture of long and short sounds that happen over the pulse.  Listen to, copy and repeat a simple rhythm or melody.  Understand that pitch describes how high or low sounds are.  Understand that tempo describes how fast or slow the music is.  Understand that dynamics describe how loud or quiet the music is.  Learn and perform chants, rhythms, raps and songs.  Work and perform together with others as an ensemble or as a group singing.  Learn to follow the conductor or band leader.  Sing songs musically and understand how to warm up and project the voice whilst demonstrating good posture. | | Year 2  Listen with concentration and understanding to a range of high-quality live and recorded music.  Build an understanding of the pulse and internalise it when listening to a piece of music.  Begin to recognise and explore different musical styles.  Begin to develop an understanding of the history and context of music.  Improvise a simple rhythm using different instruments including the voice.  Understand that timbre describes the character or quality of a sound.  Understand that texture describes the layers within the music.  Understand that structure describes how different sections of music are ordered.  Begin to describe a piece of music using a developing understanding of the interrelated musical dimensions.  Use his/her voice expressively and creatively by singing songs and speaking chants and rhymes with growing confidence.  Develop an understanding of melody, the words and their importance in the music being listened to.  Sing a song in two parts.  Use tuned and untuned classroom percussion in play accompaniments and tunes.  Use tuned and untuned classroom percussion to compose and improvise.  Perform as an ensemble using a variety of instruments and play different parts where appropriate.  Play instruments when using the correct techniques with respect.  Start to understand basic musical notation.  Start to choose, organise and combine musical patterns.  Practise, rehearse and present performances to audiences with a growing awareness of the people watching.  Experiment with, create, select, and combine sounds using the inter-related dimensions of music. | Year 3  Listen with direction to a range of high quality music.  Confidently recognise a range of musical instruments.  Find the pulse with the context of different songs/music with ease.  Understand that improvisation is when a composer makes up a tune within boundaries.  Understand that composition is when a composer writes down and records a musical idea.  Sing songs with multiple parts with increasing confidence.  Play and perform in solo or ensemble contexts with confidence.  Develop an understanding of formal, written notation which includes crotchets and rests.  Begin to listen to and recall sounds with increasing aural memory. | Year 4  Confidently recognise a range of musical instruments and the different sounds they make.  Confidently recognise and explore a range of musical styles and traditions and know their basic style indicators.  Use musical language to appraise a piece or style of music.  Copy increasingly challenging rhythms using body percussion and untuned instruments where appropriate.  Sing as part of an ensemble with confidence and precision.  Play and perform in solo or ensemble contexts with increasing confidence.  Develop an understanding of formal, written notation which includes minims and quavers.  Listen to and recall sounds with increasing aural memory. | Year 5  Compose complex rhythms from an increasing aural memory.  Understand how pulse, rhythm and pitch work together.  Improvise with increasing confidence using own voice, rhythms and varied pitch.  Sing as part of an ensemble with increasing confidence and precision.  Play and perform in solo or ensemble contexts with some accuracy, control, fluency and expression.  Use and develop an understanding of formal, written notation which includes staff, semibreves and dotted crotchets.  Develop an increasing understanding of the history and context of music.  Listen with attention to detail and recall sounds with increasing aural memory. | Year 6  Sing as part of an ensemble with full confidence and precision.  Play and perform in solo or ensemble contexts with increasing accuracy, control, fluency and expression.  Create a simple composition and record using formal notation.  Develop a deeper understanding of the history and context of music.  Appropriately discuss the dimensions of music and recognise them in music heard.  Listen with attention to detail and recall sounds with increasing aural memory and accuracy.  Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.  Deepen an understanding and use of formal, written notation which includes staff, semibreves and dotted crotchets.  Improvise and compose music for a range of purposes using the inter-related dimensions of music. |