



Whole school - Music coverage Cycle A

YEAR	TERM	UNIT	STYLES COVERED	TOPIC / CROSS-CURRICULAR LINKS	KNOWLEDGE	SKILLS
EYFS	Autumn 1	Me!	Wide variety of musical styles as an introduction	Growing, homes, colour, toys, how I look	To know twenty nursery rhymes off by heart	To learn that music can touch your feelings
	Autumn 2	My Stories	Wide variety of musical styles as an introduction	Imagination, Christmas, Festivals, Pretend	To know the stories of some of the nursery rhymes	To enjoy moving to music by dancing, marching, being animals or Pop Stars
	Spring 1	Everyone	Wide variety of musical styles as an introduction	Family, friends, music from around the world	To know that we can move to the pulse of the music	To find a pulse, copy a pattern
	Spring 2	Our World	Wide variety of musical styles as an introduction	Animals, jungle, minibeasts, night and day	To know that the words of songs can tell stories and paint pictures	To listen to high-pitched and low-pitched sounds on a glockenspiel
	Summer 1	Big Bear funk	Funk	Nursery rhymes	To sing or rap nursery rhymes and simple songs from memory	To sing along with a pre-recorded song and add actions
	Summer 2	Reflect, Rewind and Replay	Classical	History of Music	To know songs have sections	To sing along with a backing track
					To know a performance is sharing music	To perform a nursery rhyme by singing, adding actions or a dance
						To perform a nursery rhyme by adding simple instrumental parts
Year 1/2	Autumn 1	Rhythm in the way we walk and The Banana Wrap	Reggae, Hip Hop	Action songs that link to the foundation of music	To know 5 songs off by heart	To learn how they can move to music by dancing, marching, being animals or pop star
	Autumn 2	Ho Ho Ho	Christmas, Big Band, Motown, Elvis	Christmas, Literacy-Christmas vocabulary	To know what the songs are about	To learn how songs can tell a story or describe an idea
	Spring 1	Round and Round	Latin Bossa Nova, Big Band Jazz, Mash-up, Latin fusion	Latin styles of Music, Countries from around the World, Film music	To know that some songs have a chorus or a response / answer part	To listen to rhythms and clap back, find a pulse
	Spring 2	Zootime	Reggae	Animals, poetry and the historical context of musical styles	To know and recognise the sound and names of some of the instruments they use	To listen and sing back
	Summer 1	Friendship song	Pop, Soul, Film, Musicals	Friendship and being kind to one another	To know that songs have a musical style	To learn about voices, singing notes of different pitches
	Summer 2	Reflect, Rewind and Replay (yr2)	Western Classical Music	Links to historical context	To know that music has a steady pulse, like a heartbeat	To learn that they can make different sounds with their voices
					To know that we can create rhythms from words, our names, favourite food, colours and animals	To learn to find a comfortable singing position
					To know rhythms are different from the steady pulse	To learn to start and stop singing when following a leader

					<p>To know we add high or low sounds, pitch, when we sing and play our instruments</p> <p>To confidently sing or rap five songs from memory and sing them in unison</p> <p>To know unison is everyone singing at the same time</p> <p>To know why we need to warm up our voices</p> <p>Learn the names of notes they are playing</p> <p>Learn the names of instruments they are playing</p>	<p>To be able to treat instruments with care and respect</p> <p>To play a tuned instrumental part with the song they perform</p> <p>To learn to play the part in time with the steady pulse</p> <p>To learn to play an instrumental part that matches their musical challenge.</p>
Year 3/4	Autumn 1	Let your spirit fly	R&B, Western Classical, Musicals, Motown, Soul	Historical context of musical styles	<p>To know five songs from memory and who sang them or wrote them / To know the style of the five songs</p> <p>To choose one song and be able to talk about:</p> <p>-Its lyrics: what the song is about -Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch)</p> <p>-Identify the main sections of the song (introduction, verse, chorus etc.)</p> <p>-To name some of the instruments they heard in the song</p> <p>To know how to find and demonstrate the pulse</p> <p>To know the difference between pulse and rhythm</p> <p>To know how pulse, rhythm and pitch work together to create a song</p> <p>To know that every piece of music has a pulse/steady beat</p> <p>To know the difference between a musical question and an answer</p> <p>To know and be able to talk about:</p> <p>-Singing in a group can be called a choir</p> <p>-Leader or conductor: A person who the choir or group follow</p>	<p>To confidently identify and move to the pulse</p> <p>To think about what the words of a song mean</p> <p>To take it in turn to discuss how the song makes them feel</p> <p>To listen carefully and respectfully to other people's thoughts about the music</p> <p>To find the pulse</p> <p>To find the rhythm and copy back</p> <p>To pitch copy back and complete vocal warm ups</p> <p>To sing in unison and in simple two-parts</p> <p>To demonstrate a good singing posture</p> <p>To follow a leader when singing</p> <p>To enjoy exploring singing solo</p> <p>To sing with awareness of being 'in tune'</p> <p>To have an awareness of the pulse internally when singing</p> <p>To treat instruments carefully and with respect</p> <p>Play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation</p> <p>To rehearse and perform their part within the context of the Unit song</p>
	Autumn 2	Mama Mia	ABBA	70's and 80's Sweden		
	Spring 1	The Dragon Song	Music from around the world	Friendship, kindness, acceptance, the environment, creativity		
	Spring 2	Lean on Me	Gospel	Gospel in Historical context		
	Summer 1	Blackbird	The Beatles	Civil rights, development of pop music		
	Summer 2	Reflect, Rewind and Replay (yr 4)	Western Classical Music	History of music in context		

					<p>-Songs can make you feel different things e.g. happy, energetic or sad</p> <p>-Singing as part of an ensemble or large group is fun, but that you must listen to each other</p> <p>-To know why you must warm up your voice</p> <p>To know and be able to talk about:</p> <p>-The instruments used in class (a glockenspiel, a ukulele)</p>	To listen to and follow musical instructions from a leader
Year 5/6	Autumn 1	Living on a Prayer	Rock	Development of rock music	<p>To know five songs from memory, who sang or wrote them, when they were written and, if possible, why?</p> <p>To know the style of the five songs and to name other songs from the Units in those styles</p> <p>To choose two or three other songs and be able to talk about: --Some of the style indicators of the songs (musical characteristics that give the songs their style)</p> <p>-The lyrics: what the songs are about</p> <p>-Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch)</p> <p>-Identify the main sections of the songs (intro, verse, chorus etc.)</p> <p>-Name some of the instruments they heard in the songs</p> <p>-The historical context of the songs. What else was going on at this time?</p> <p>Know and be able to talk about: --How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song</p> <p>-How to keep the internal pulse --</p> <p>Musical Leadership: creating musical ideas for the group to copy or respond to</p>	<p>To identify and move to the pulse with ease</p> <p>To think about the message of songs To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences</p> <p>To listen carefully and respectfully to other people's thoughts about the music</p> <p>To know when you talk try to use musical words</p> <p>To talk about the musical dimensions working together in the Unit songs</p> <p>To Talk about the music and how it makes you feel</p> <p>To find the pulse</p> <p>To copy back rhythms based on the words of the main song, that include syncopation/off beat</p> <p>To copy back one-note riffs using simple and syncopated rhythm patterns</p> <p>To lead the class by inventing rhythms for others to copy back</p> <p>To copy back two-note riffs by ear and with notation</p> <p>To sing in unison and to sing backing vocals</p> <p>To enjoy exploring singing solo</p> <p>To listen to the group when singing</p> <p>To demonstrate a good singing posture</p> <p>To follow a leader when singing</p>
	Autumn 2	Classroom Jazz 2	Jazz, Latin, Blues	History of Jazz music		
	Spring 1	Make you feel my love	Pop Ballades	Historical context of ballads		
	Spring 2	You've got a friend in me	Music of Carole King	Female composers		
	Summer 1	Dancing in the Street	Motown	History of Motown, Civil rights		
	Summer 2	Reflect, Rewind and Replay (yr 6)	Western Classical Music	History of music in context		

					<p>To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse</p> <p>To choose a song and be able to talk about:</p> <ul style="list-style-type: none"> <li>-Its main features</li> <li>-Singing in unison, the solo, lead vocal, backing vocals or rapping</li> <li>-To know what the song is about and the meaning of the lyrics</li> <li>-To know and explain the importance of warming up your voice</li> </ul> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>-Different ways of writing music down – e.g. staff notation, symbols</li> <li>-The notes C, D, E, F, G, A, B + C on the treble stave</li> <li>-The instruments they might play or be played in a band or orchestra or by their friends</li> </ul> <p>To know and be able to talk about improvisation:</p> <ul style="list-style-type: none"> <li>-Improvisation is making up your own tunes on the spot</li> <li>-When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them</li> <li>-To know that using one or two notes confidently is better than using five</li> <li>-To know that if you improvise using the notes you are given, you cannot make a mistake</li> <li>-To know that you can use some of the riffs you have heard in the Challenges in your improvisations</li> <li>-To know three well-known improvising musicians</li> </ul> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>-A composition: music that is created by you and kept in some way. It's like</li> </ul>	<p>To experience rapping and solo singing</p> <p>To listen to each other and be aware of how you fit into the group</p> <p>To sing with awareness of being 'in tune'.</p> <p>Play a musical instrument with the correct technique within the context of the Unit song</p> <p>Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation</p> <p>To rehearse and perform their part within the context of the Unit song</p> <p>To listen to and follow musical instructions from a leader</p> <p>To lead a rehearsal session</p> <p>Improvise using instruments in the context of a song to be performed</p> <p>Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song</p> <p>Explain the keynote or home note and the structure of the melody</p> <p>Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song</p> <p>Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p> <p>To choose what to perform and create a programme</p> <p>To communicate the meaning of the words and clearly articulate them</p> <p>To talk about the venue and how to use it to best effect</p> <p>To record the performance and compare it to a previous performance</p>
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					<p>writing a story. It can be played or performed again to your friends</p> <ul style="list-style-type: none"> <li>-A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure</li> <li>-Notation: recognise the connection between sound and symbol</li> </ul> <p>To know and be able to talk about:</p> <ul style="list-style-type: none"> <li>-Performing is sharing music with other people, an audience --A performance doesn't have to be a drama! It can be to one person or to each other</li> <li>-Everything that will be performed must be planned and learned</li> <li>-You must sing or rap the words clearly and play with confidence -A performance can be a special occasion and involve an audience including of people you don't know</li> <li>-It is planned and different for each occasion</li> </ul> <p>A performance involves communicating ideas, thoughts and feelings about the song/music</p>	<p>To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”</p>