**Reception**

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|  | **Autumn 1****I wonder what makes us special?** | **Autumn 2****I wonder what makes a superhero?** | **Spring 1****I wonder where people live?****WCET UKELELE** | **Spring 2****I wonder how I could explore?****WCET UKELELE** | **Summer 1****I wonder how things grow?** | **Summer 2****I wonder where animals live?** |
| **Singing** | \*Sing a large repertoire of songs.\*Sing the melodic shape\*Create their own songs, or improvise a song around one they know. | \*Sing a large repertoire of songs.\*Sing the melodic shape\*Create their own songs, or improvise a song around one they know. | \*Explore and engage in music making and dance, performing solo or in groups. | \*Explore and engage in music making and dance, performing solo or in groups. | \*Sing in a group or on their own, increasingly matching the pitch and following the melody.\*Remember and sing entire songs. | \*Sing in a group or on their own, increasingly matching the pitch and following the melody.\*Remember and sing entire songs. |
| **Listening** | Whole School Composer Focus: listen to different genres of music and discuss together• Listen carefully to rhymes and songs, paying attention to how they sound.•Listen attentively, move to and talk about music, expressing their feelings and responses.•distinguishes and describes changes in music and compares pieces of music  |
| \*Listen carefully to rhymes and songs, paying attention to how they sound. | \*Listen carefully to rhymes and songs, paying attention to how they sound. | \*Listen attentively, move to and talk about music, expressing their feelings and responses. | Cbeebies Proms: Space\*distinguish and describes changes in music and compares pieces of music\*Listen attentively, move to and talk about music, expressing their feelings and responses. | \*Listen carefully to rhymes and songs, paying attention to how they sound. | Cbeebies Proms: Ocean\*distinguish and describes changes in music and compares pieces of music\*Listen attentively, move to and talk about music, expressing their feelings and responses. |
| **Composing** | \*Create collaboratively, sharing ideas, resources and skills. VOICES | \*Create collaboratively, sharing ideas, resources and skills. \*Explore and engage in music makingGLOCKENSPIEL & VOICES | \*Explore and engage in music making and dance | \*Explore and engage in music making and dance | \* Return to and build on their previous learning, refining ideas and developing their ability to represent them | \* Return to and build on their previous learning, refining ideas and developing their ability to represent them |
| **Performing** | Sing in a group or on their own, increasingly matching the pitch and following the melody. | Explore and engage in music making using glockenspiel | \*Explore and engage in music making and dance | \*Explore and engage in music making and dance | \*Explore and engage in music making and dance, performing solo or in groups. | \*Explore and engage in music making and dance |
| **GOAL** | Nursery Rhymes: create class & group version (rhyming focus using Baa Baa Black Sheep) | Nursery Rhymes: create class & group version (changing words to match Superhero using Twinkle Twinkle) | \*Ukulele performance\*Dance and perform Caribbean & African music\* Dance, play and perform for Chinese New Year celebration | \*Ukulele performance\*Play instruments to the beat of proms music\*Children can identify changes in tempo, pitch, dynamics & timbre | Create own version of ‘I’m a Little Seed’ to demonstrate life cycle of frog/caterpillar.Accompany with untuned instruments to show beat | \*Create own under the sea music using tuned & untuned instruments – teacher scribe notation |

**Years 1-6**

Units taken from Charanga Model Music Curriculum.

Objectives to be taken from each unit and covered each term. You may wish to supplement the objectives taught using other resources.

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|  | **Year** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Willow** | **A** | Y1 Unit 2Adding Rhythm and Pitch | Y2 Unit 3Explore feelings through music | Y1 Unit 4Combining pulse, rhythm and pitch | Y2 Unit 5Music that makes you dance | Y1 Unit 5Having fun with improvisation | Y2 Unit 6Exploring improvisation |
| **B** | Y1 Unit 1Introducing Beat | Y2 Unit 1Exploring Simple Patterns | Y1 Unit 3 Tempo & Dynamics | Y2 Unit 2Focus on dynamics & tempo | Y1 Unit 6Explore sound and create a story | Y2 Unit 4Inventing a musical story |
| **Chestnut** | **A** | Y3 Unit 1Developing Notation Skills | Y4 Unit 1Interesting time signatures | Y3 Unit 3Composing using your imagination | Y4 Unit 4Creating simple melodies together | Y3 Unit 5Learning more about musical styles | Y4 Unit 6Purpose, identity and expression in music |
| **B** | Y3 Unit 2Enjoying improvisation | Y4 Unit 3Developing pulse and groove by improvisation | Y3 Unit 6Recognising different sounds | Y4 Unit 2Combining elements to make music | Y3 Unit 4Sharing musical experiences | Y4 Unit 5Connecting notes and feelings |
| **Oak** | **A** | Y5 Unit 1Getting started with music tech | Y6 Unit 2Understanding structure and form | Y5 Unit 3Exploring key and time signatures | Y6 Unit 4Exploring notation further | Y5 Unit 5Words, meaning and expression | Y6 Unit 3Gaining confidence through performance |
| **B** | Y5 Unit 2Emotions & musical styles | Y6 Unit 1Developing melodic phrases | Y5 Unit 4Introducing chords | Y6 Unit 5Using chords and structure | Y5 Unit 6Identifying important musical elements | Y6 Unit 6Respecting each other through composition |

**Year 6 Outcome:** create a piece of music for performance in Summer 2 for a given theme. They must include given criteria TBC and provide notation for their composition. The children can choose their own instruments to use and work in small groups or individually if they choose. There will be a year 6 performance to the school and year 6 parents on Thursday 19th July.