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| **YR** | **Singing** | **Key Songs** |
|  | **Maple** | |
| **R** | • Sing a large repertoire of songs.  • Remember and sing entire songs.  •Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.  •Create their own songs, or improvise a song around one they know.  •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. | Nursery Rhymes  Numberblocks Songs  Pop songs – Squiggle whilst you wriggle  Topic related songs  Christmas songs  Months of the year & Days of the week  Nick Cope podcast |
|  | **Willow** | |
| **1** | •Simple songs, chants and rhymes from memory  •Singing collectively at the same pitch  •Sing familiar songs at different pitches  •Responding to simple visual directions (e.g. start/stop/loud/quiet)  •Responding to counting in  •Call and response songs  •Build musical confidence as a performer | Suggested:  \*Boom ChikkaBoom  • Bounce High, Bounce Low  • Five Little Monkeys  • Dr Knickerbocker  • Kye Kye Kule |
| **2** | •Sing songs with a pitch range of do-so (1-5) with increasing vocal control  • Sing songs with a small pitch range accurately  • Know the meaning of dynamics and tempo  •Play singing games based on intervals  • Sing short phrases | Suggested:  \*Star Light, Star Bright, First Star I See Tonight  • Rain, Rain Go Away  • Teddy Bear Rock n Roll |
|  | **Chestnut** | |
| **3** | •Sing widening range of unison songs – varying styles and structures – with a range of do-so (1-5)  • Perform action songs confidently  • Walk, move or clap a steady beat with others, changing tempo  • Perform as a choir in school assemblies | Suggested:  \*Skye Boat Song  • Ah! Poor Bird/Hey, Ho! Nobody Home  • To Stop the Train |
| **4** | •Continue to sing a broad range of unison songs with range of an octave (do-do/1-8)  • Sing rounds and partner songs  • Sing different time signatures  • Begin to sing repertoire with small and large leaps  • Perform a range of songs in school assemblies | Suggested:  \*Calypso  • Our Dustbin  • World in Union  • Happy Birthday |
|  | **Oak** | |
| **5** | •Sing a broad range of songs from extended repertoire with sense of ensemble and performance  • Sing 3-part rounds, partner songs  • Sing songs with a verse and a chorus  • Perform range of songs in school assemblies and school performance opportunities | Suggested:  \*Danny Boy  • My Paddle  • High Low Chickalo  • Dipidu  • Row, Row, Row your Boat |
| **6** | • Sing a broad range of songs which include use of syncopated rhythms  • Sing with a sense of ensemble and performance  • Continue to sing 3 and 4 part rounds and partner songs  • Perform a range of songs | Suggested:  \*Siyahamba  • Calypso  • Dona Nobis Pacem  • We are the Champions  • We Go Together |

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| **YR** | **Listening** | **Key Songs** |
|  | **Maple** | |
| **R** | • 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 | Nursery Rhymes  Topic related songs  Songs from different countries and cultures  Songs for performance at church services |
|  | **Willow** | |
| **1** | •Listen to recorded performances and live music (in and out of school)  • Listen to sounds in the environment and compare (Pitch) | Suggested:  Ronda alla Turca, Mozart • Mars from The Planets, Holst • Wild Man, Kate Bush • Runaway Blues, Ma Rainey • Fanfarra(example of Brazilian Samba) – Sergio Mendes/CarlinhosBrown |
| **2** | •Listen to recorded performances and live music (in and out of school) | Suggested:  \*Bolero, Ravel  • Night Ferry, Anna Clyne  • Hound Dog, Elvis Presley  • With a Little Help from My Friends, The Beatles  • Baris (example of Indonesian Gamelan) – Gong Kebyar of Peliatan |
|  | **Chestnut** | |
| **3** | •Listen to recorded performances and live music (in and out of school) | Suggested:  \*Hallelujah from Messiah, Handel  • Night on a Bare Mountain, Mussorgsky  • Jai Ho, from Slumdog Millionaire, Rahman  • I Got You (I Feel Good), James Brown  • Sahela Re (example of Indian Classical music), Kishori Amonkar |
| **4** | •Listen to recorded performances and live music (in and out of school) | Suggested:  \*Symphony No.5 (Classical), Beethoven  • O Euchari (Early), Hildegard  • For the Beauty of the Earth (20th Century), Rutter • Take the A Train, Billy Strayhorn/Duke Ellington Orchestra  • Wonderwall, Oasis  • Bhabiye Akh Larr Gayee (example of Bhangra), Bhujhangy Group  • Tropical Bird (example of Calypso), Trinidad Steel Band |
|  | **Oak** | |
| **5** | •Listen to recorded performances and live music (in and out of school | Suggested:  • English Folk Song Suite, Vaughan Williams  • Symphonic Variations on an African Air, Coleridge-Taylor  • This Little Babe from Ceremony of Carols, Britten  • Play Dead, Bjork  • Smalltown Boy, Bronski Beat  • Jin-Go-La-Ba, Babatunde Olatunji  • Inkanyezi Nezazi, Ladysmith Black Mambazo |
| **6** | •Listen to recorded performances and live music (in and out of school) | Suggested:  1812 Overture, Tchaikovsky  • Connect It, Anna Meredith  • Say My Name, Destiny’s Child  • Sea Shanties  • Libertango, Piazolla  • Sprinting Gazelle, Reem Kelani  • Mazurkas, Chopin |

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| **YEAR** | **Composing** | **Instruments & Notation** |
|  | **Maple** | |
| **R** | • Return to and build on their previous learning, refining ideas and developing their ability to represent them.  •Create collaboratively, sharing ideas, resources and skills.  •Explore and engage in music making and dance, performing solo or in groups. |  |
|  | **Willow** | |
| **1** | •Improvise simple vocal chants (question and answer)  • Create musical sound effects and sequences of sound  • Understand difference between rhythm and pitch • Create rhythm and pitch patterns  • Use music technology (if available) to create, edit and combine sounds  • Recognise use of graphic notation to represent sounds  • Explore percussion sounds to enhance storytelling  • Follow pictures and symbols | Musicianship  • Walk, move or clap a steady beat with changing tempo  • Use of body percussion and classroom percussion • Respond to pulse through movement and dance Rhythm  • Create, retain and perform rhythmic patterns |
| **2** | •Create music in response to a non-musical stimulus • Improvise question and answer phrases • Use graphic symbols, dot notation and stick notation  • Use music technology (if available) to create, change and combine sounds  • Compose rhythms  •Create and perform rhythms with stick notation  • Create rhythms using word phrases  • Create music in response to a non-musical stimulus | •Use graphic symbols, dot notation and stick notation |
|  | **Chestnut** | |
| **3** | •Become more skilled in improvising (voices, tuned and untuned percussion)  • Structure musical ideas  • Combine known rhythmic notation with letter names to create phrases using 3 notes)  • Compose song accompaniments on untuned percussion | •Introduce the stave, lines, and spaces and clef  • Use dot notation to show higher or lower pitch  • Introduce crotchets and paired quavers  • Apply word chants to rhythms |

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| **4** | •Improvise on a limited range of pitches on a melodic instrument  • Make use of musical features including legato and staccato  • Make decisions about structure of improvisation • Combine known rhythmic notation with letter names to create short pentatonic phrases  • Arrange notation cards to create phrases  • Compose music to create a specific mood (e.g. for a short film clip)  • Introduce major and minor chords  • Record creative ideas through graphic symbols, rhythm notation and time signatures, staff notation and/or technology | •Introduce minims, crotchets, paired quavers and rests  • Read and perform pitch notation within a defined range  • Follow and perform simple scores |
|  | **Oak** | |
| **5** | •Improvise over a drone using tuned percussion and melodic instruments  • Improvise over a simple groove, responding to the beat  • Experiment using a wider range of dynamics  • Compose melodies in either C major or A minor (or a key suitable for chosen instrument)  • Compose a short ternary piece in pairs  • Use chords to compose music to evoke a specific atmosphere  • Record creative ideas through graphic symbols, rhythm notation and time signatures, staff notation and/or technology | •Semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers  • Understand the differences between 2/4, 3/4 and 4/4 time signatures  • Read and perform pitch notation within an octave • Read and play short rhythmic phrases from sight |
| **6** | •Create music with multiple sections which include repetition and contrast  • Use chord changes as part of an improvised sequence  • Extend improvised melodies beyond 8 beats  • Plan and compose an 8-16 beat melodic phrase using pentatonic scale and rhythmic variety and interest  • Compose melodies in G major or E minor or a key suitable for the chosen instrument  • Compose a ternary piece | **Notation**  •Semibreves, minims, crotchets and crotchet rests, paired quavers and semiquavers and equivalent rests  • Further develop skills to read and perform pitch notation (octave)  • Read and play from rhythm notation cards  **Instruments**  Tuned percussion  Melodic instruments - glockenspiel  Keyboard |

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| **YEAR** | **Performing** | **Opportunities** |
|  | **Maple** | |
| **R** | • 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. | Church services  Chinese New Year Dragon Dance  Country Dancing |
|  | **Willow** | |
| **1** | • Perform short rhythms (call and response) • Performing rhythmic patterns (ostinato) • Perform word-pattern chants | Church services  Nativity play |
| **2** | • Perform copycat rhythm | Church services  Nativity play |
|  | **Chestnut** | |
| **3** | •Develop playing of tuned percussion or melodic instrument  • Play and perform melodies following staff notation (small range)  • Use listening skills to correctly order phrases using dot notation  • Individually copy stepwise melodic phrases accurately | Church services  Choir  Young Voices |
| **4** | •Develop ability of a selected musical instrument over a sustained period  • Play and perform melodies following staff notation (small range)  • Perform in 2 or more parts from simple notation • Copy short melodic phrases | Church services  Choir  Young Voices |
|  | **Oak** | |
| **5** | •Play melodies on tuned percussion, melodic instruments or keyboards, following staff notation on one stave  • Understand how triads are formed and play them on tuned percussion, melodic instruments or keyboards  • Play simple, chordal accompaniments to familiar songs  • Perform a range of repertoire and arrangements • Develop the skill of playing by ear on tuned instruments | Church services  Choir  Young Voices |
| **6** | •Play a melody following staff notation, including dynamics  • Accompany the same melody with block chords or a bass line  • Ensemble playing | Church services  Choir  Young Voices |

\*Additional performance opportunities will be offered each year but will vary each but will vary