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