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|  | CLASS 1 – YEAR A |
| TERM  | KNOWLEDGE AND SKILLS  | LINKS TO THE WIDER CURRICULUM |
| AUTUMN | Exploring sounds, melody and accompaniment.Sounds interesting -Exploring Sounds | **Year 1 –** Explore different sound sources.Make sounds and recognize how they give a message.Identify and name classroom instruments.Change and use sounds in response to a stimulus. |  Geography Weather – Exploring soundsExperiment with, create, select and combine sounds using the inter-related dimensions of music **2Explore**Play and record simple melodies by clicking on the instruments. **2Sequence** Drag and drop sounds into the grid. Explore harmony and build up musical scores.  |
| SPRING | Singing songs with control and using the voice expressively.Taking off – Exploring Pitch | **Year 1 –** Find their singing voice and use their voices confidently.Sing a melody accurately at their own pitch.Follow pitch movements with their hands and use, high, medium and low voices.Respond physically when performing. | **Use their voices expressively and creatively by singing songs and speaking chants and rhymes** **2Create a Story** Children can to record themselves reading their own stories or rhythmic poems. Children can compose music to accompany their stories using the piano tool. **2DIY: Sound Drag** Drag and drop sound samples to produce a piece of music. **Computing Scheme of Work: Unit 2.7 – Making Music** Using technology to explore music. |
| SUMMER | Controlling pulse and rhythm Feel the Pulse – Exploring pulse and rhythm | **Year 1 –** Identify the pulse in different pieces of music.Identify the pulse and join in getting faster and slower together.Identify short and long sounds in music.Play instruments in different ways. | Our land – Exploring sounds**2Beat** Teach rhythm and pulse by building up various beats  |
|  | CLASS 1 – YEAR B  |
| TERM | KNOWLEDGE AND SKILLS | LINKS TO THE WIDER CURRICULUM |
| AUTUMN   | Listening, Memory and Movement.The Long and the Short of It – Exploring sounds | **Year 1 -**Be able to sing long and short sounds.Use percussion instruments to make different sounds.Create and choose sounds for a given stimulus.Respond physically when performing, composing or appraising music.  | Play tuned and untuned instruments musically **2Explore** Experiment with, create, select and combine sounds using the inter-related dimensions of music |
| SPRING  | Control of instrumentsWhat’s the score – Exploring instruments and symbols | **Year 1 –** Explore instruments in different ways to create sounds. Handle and play instruments with control.Identify and name class instruments. Explore playing slowly and quickly.Begin to play loud and quiet sounds. | Play and record simple melodies by clicking on the instruments. **2Sequence** Drag and drop sounds into the grid. Explore harmony and build up musical scores. |
| SUMMER  | Singing songs with control and using the voice expressively.Rain, Rain Go away – Exploring timbre and tempo | **Year 1-** Begin to sing songs expressively.Create short sounds by playing instruments in different ways.Identify different groups of instruments. Change and use sounds expressively in response to a stimulus. | Use their voices expressively and creatively by singing songs and speaking chants and rhymes **2Create a Story** Children can to record themselves reading their own stories or rhythmic poems. Children can compose music to accompany their stories using the piano tool. |
|  | CLASS 2 – YEAR A |
| TERM | KNOWLEDGE AND SKILLS | LINKS TO THE WIDER CURRICULUM |
| AUTUMN | Controlling pulse and rhythm Untuned instruments | Body percussion – beat* **Y2** Identify the pulse in different pieces of music.
* Identify the pulse and join in getting faster and slower together.
* Identify long and short sounds in music.
* Perform a rhythm to a given pulse.
* **Y3** Recognise rhythmic patterns.

Perform a repeated pattern to a steady pulse. | Improvise and compose music for a range of purposes using the inter-related dimensions of music. **2Beat** Teach rhythm and pulse by building up various beats. |
| SPRING | Control of InstrumentsTuned and untuned instruments Listening, Memory and Movement..  |  Exploring rhythm * **Y2** Recall and remember short songs and sequences and patterns of sounds.
* Respond physically when performing, composing and appraising music.
* **Y3**Identify melodic phrases and play them by ear.
* Create sequences of movements in response to sounds.
* Explore and chose different movements to describe animals.
 | Improvise and compose music for a range of purposes using the inter-related dimensions of music. **2Explore** Play and record simple melodies by clicking on the instruments |
| SUMMER | Control of InstrumentsPitch - Tuned instruments  |  Learn to play the recorder * **Y2** Play instruments in different ways and create sound effects.
* Handle and play instruments with control.

Identify different groups of instruments* **Y3** Identify melodic phrases and play them by ear.
* Select instruments to describe visual images.

Choose instruments on the basis of internalised sounds | **2Sequence** Drag and drop sounds into the grid. Explore harmony and build up musical scores. |

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|  | CLASS 2 – YEAR B |
| TERM | KNOWLEDGE AND SKILLS | LINKS TO THE WIDER CURRICULUM |
| AUTUMN  | CompositionAnimals – Exploring Pitch. Singing songs with control and using the voice expressively. | **Year 2 –** Respond physically when performing, Composing and appraising music.Follow pitch of music with their hands and use high, low and middle voices. Sing songs with control of pitch.Play pitch lines on tuned percussion instruments**Year 3 –** Create sequences of movement in response to sounds.Sing in tune.Sing songs and create different vocal effects. Understand how mouth shapes affect voice sounds. Identify melodic phrases and play them by ear.  | **See Purple Mash Year 2 Unit2.7 Making Music – a series of 3 lessons**Improvise and compose music for a range of purposes using the inter-related dimensions of music. **2Explore** Play and record simple melodies by clicking on the instruments. **2DIY: Sound Drag** Drag and drop sound samples to produce a piece of music. Listen with attention to detail and recall sounds with increasing aural memory **Use 2Build a Profile Primary** to record evidence of the children in music lessonsPlay and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression **Use 2Build a Profile Primary** http://www.2simple.com/apps  |
| SPRING | Listening memory and movement Exploring sounds, melody and accompaniment.Our Land – Exploring soundsIdentify how sounds can be changed. Create and choose sounds to a given stimulus.  | **Year 2-** Make sounds and recognize how they can give a message.Knowing different ways to produce sounds.**Year 3** – Analyse and comment on how sounds are used to create different moods. Identify ways sounds are used to accompany a song. Explore and perform different types of accompaniment. Recognise and explore different combinations of pitch sounds.  | Improvise and compose music for a range of purposes using the inter-related dimensions of music**.** **2Sequence** Drag and drop sounds into the grid. Explore harmony and build up musical scores. **2DIY: Sound Drag** Drag and drop sound samples to produce a piece of music.  |
| SUMMER | Control of instrumentsPitch  |  **Year 2/3** Using tuned instruments – recorder | Use and understand staff and other musical notations **2Beat and 2Sequence**; to explore sequencing and beats in a bar of several instruments playing together. **2Explore** Play and record simple melodies by clicking on the instruments |

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|  | CLASS 3 – YEAR A  |
| TERM | KNOWLEDGE AND SKILLS | LINKS TO THE WIDER CURRICULUM |
| AUTUMN SPRING | Singing songs with control and using the voice expressively.Exploring sounds, melody and accompaniment. | Pupils use voices and play instruments with increasing accuracy,Pupils develop an understanding of history of music.* **Y4** Sing with confidence using a wider vocal range.
* **Y5/6** Sing songs with increasing control of breathing, posture and sound projection.

Pupils understand how music is created, produced and communicated.Pupils understand a wide range of music from different traditions.Pupils explore structure, timbre, and appropriate notations* **Y4** Identify ways sounds are used to accompany a song.
* Analyse and comment on how sounds are used to create different moods.
* **Y5/6** Skills development for this element are to be found within

‘Control of instruments’ and ‘ Composition’ | History - Ancient worlds/ Singing FrenchSounds/ EnvironmentsExplore music from around the world Use 2Expolre To play and record different melodies by clicking on instruments  |
| SUMMER | Control of instruments.  | Pupil learn to sing and play an instrumentPerform, listen and review and evaluate music.Pupils play in an ensemble context.* **Y4** Identify melodic phrases and play them by ear.
* Select instruments to describe visual **Y5/6** Identify and control different ways percussion instruments make sounds.
* Play accompaniments with control and accuracy.
 | Use 2Expolre To play and record different melodies by clicking on instruments2SequenceExplore harmony and build up musical scores  |

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|  | CLASS 3 – YEAR B  |
| TERM | KNOWLEDGE AND SKILLS | LINKS TO THE WIDER CURRICULUM |
| AUTUMN | To understand notation | Pupils use and understand staff notationPupils explore structure, timbre and texture.Pupils create their own music* **Y4/5/6** Perform using notation as a support.
* Sing songs with staff notation as support.
 | poetry/ environment |
| SPRING | Evaluating and appraisingTo listen and evaluate music | * Pupils listen to, review and evaluate music.
* Pupils appreciate and understand a range of music drawn from different traditions.
* Pupils improvise and compose music.
* **Y4** Recognise how music can reflect different intentions
* **Y5/6** Improve their work
* through analysis, evaluation and comparison
 | Around the world/ communicationExplore Musicians on Purple Mash |
| SUMMER | Performance skills and composition | * Pupils learn to sing and play a musical instrument.
* Pupils develop an understanding of musical composition.
* **Y4** Create textures by combining sounds in different ways.
* Create music that describes contrasting moods/emotions
* **Y5/6** Identify different starting points or composing music.
* Explore, select combine and exploit a range of different sounds to compose a soundscape.
* Write lyrics to a known song.
 | Food and drink /ancient worlds |

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|  | CLASS 3 – YEAR C |
| TERM | KNOWLEDGE AND SKILLS | LINKS TO THE WIDER CURRICULUM |
| AUTUMN  | Performance skills and compositionPerformance skills and composition | * Pupils develop an understanding of musical composition.
* Pupils perform in an ensemble
* Pupils develop an understanding of the history of music
* **Y4** Perform in different ways, exploring the way the performers are a musical resource.
* Perform with awareness of different parts.
* **Y5/6** Present performances effectively with awareness of audience, venue and occasion.
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| SPRING | Controlling pulse and rhythm | Pupils explore dynamics, timbre, tempo and texture.Pupils learn to sing with expression.Pupils use and understand staff and other musical notations. * Y4 Recognise rhythmic patterns.
* Perform a repeated pattern to a steady pulse.
* **Y5/6** Identify different speeds of pulse (tempo) by clapping and moving.
* Improvise rhythm patterns.
 | Use Purple Mash 2Beat |
| SUMMER | Listening, Memory and Movement | * Pupils listen with attention to detail and recall sounds.
* Pupils play and perform using their voices and musical instruments.
* Pupils appreciate a wide range of record music
* **Y4** Identify melodic phrases and play them by ear.
* Create sequences of movements in response to sounds.
* **Y5/6** Internalise short melodies and play these on pitched percussion (play by ear).
* Create dances that reflect musical features.
 | Celebrations  |