



Whole school - Music coverage Cycle B

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 To enjoy moving to music by dancing, marching, being animals or Pop Stars To find a pulse, copy a pattern To listen to high-pitched and low-pitched sounds on a glockenspiel To sing along with a pre-recorded song and add actions To sing along with a backing track To perform a nursery rhyme by singing, adding actions or a dance To perform a nursery rhyme by adding simple instrumental parts
	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	
	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	
	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 sing or rap nursery rhymes and simple songs from memory	
	Summer 1	Big Bear funk	Funk	Nursery rhymes	To know songs have sections	
	Summer 2	Reflect, Rewind and Replay	Classical	History of Music	To know a performance is sharing music	
Year 1/2	Autumn 1	Hey you	Old School Hip	Graffiti art, 80's Hip Hop	To know 5 songs off by heart	To learn how they can move to music by dancing, marching, being animals or pop star To learn ow songs can tell a story or describe an idea To listen to rhythms and clap back, find a pulse To listen and sing back To learn about voices, singing notes of different pitches To learn that they can make different sounds with their voices To learn to find a comfortable singing position To learn to start and stop singing when following a leader To be able to treat instruments with care and respect To play a tuned instrumental part with the song they perform
	Autumn 2	Hands, Feet and Heart	South African styles	South African music and freedom songs	To know what the songs are about To know that some songs have a chorus or a response / answer part	
	Spring 1	In the Groove	Blues, Latin, Folk, Funk, Baroque, Bhangra	Other cultures / countries	To know and recognise the sound and names of some of the instruments they use To know that songs have a musical style	
	Spring 2	I wanna play in a band	Rock	Teamwork, The Beatles	To know that music has a steady pulse, like a heartbeat To know that we can create rhythms from words, our names, favourite food, colours and animals	
	Summer 1	Your imagination	Film, Pop, Musicals	Using your imagination and creating your own lyrics	To know rhythms are different from the steady pulse To know we add high or low sounds, pitch, when we sing and play our instruments	
	Summer 2	Reflect, Rewind and Replay (Yr 1)	Western classical music	History of music in context	To confidently sing or rap five songs from memory and sing them in unison	

					<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 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	Ukulele	Classical, Pop, Film	Ukulele music in different contexts,	<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>-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>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> <p>To listen to and follow musical instructions from a leader</p>
	Autumn 2	Ukulele	Classical, Pop, Film	Ukulele music in different contexts, Christmas		
	Spring 1	Three little birds	Reggae	Animals, Jamaica		
	Spring 2	Stop	Grime, Classical, Bhangra, Tango, Latin fusion	Composition, bullying		
	Summer 1	Bringing us together	Disco / anthem	Music unites us, friendship, kindness		
	Summer 2	Reflect, rewind and Replay (Yr 3)	Western classical music	History of music in context		

					-The instruments used in class (a glockenspiel, a ukulele)	
Year 5/6	Autumn 1	Happy	Pop, Motown	What makes us happy?	To know five songs from memory, who sang or wrote them, when they were written and, if possible, why?	To identify and move to the pulse with ease 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
	Autumn 2	Classroom Jazz 1	Jazz	History of music – jazz in its historical context	To know the style of the five songs and to name other songs from the Units in those styles	To listen carefully and respectfully to other people’s thoughts about the music To know when you talk try to use musical words
	Spring 1	A New Year Carol	Benjamin Britten, Gospel, Bhangra	History context of gospel and bhangra	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)	To talk about the musical dimensions working together in the Unit songs To Talk about the music and how it makes you feel
	Spring 2	Fresh Prince of Bel Air	Hip Hop	Graffiti art, breakdancing, 80s Hip Hop culture	-The lyrics: what the songs are about -Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch)	To find the pulse To copy back rhythms based on the words of the main song, that include syncopation/off beat
	Summer 1	Music and Me	Create your own music inspired by your identity and women in the music industry	Musical identity, gender, musical backgrounds and cultures of the 4 female artists studied	-Identify the main sections of the songs (intro, verse, chorus etc.) -Name some of the instruments they heard in the songs -The historical context of the songs. What else was going on at this time? 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 -How to keep the internal pulse --Musical Leadership: creating musical ideas for the group to copy or respond to To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse To choose a song and be able to talk about: -Its main features -Singing in unison, the solo, lead vocal, backing vocals or rapping -To know what the song is about and the meaning of the lyrics -To know and explain the importance of warming up your voice	To copy back one-note riffs using simple and syncopated rhythm patterns To lead the class by inventing rhythms for others to copy back To copy back two-note riffs by ear and with notation To sing in unison and to sing backing vocals To enjoy exploring singing solo To listen to the group when singing To demonstrate a good singing posture To follow a leader when singing To experience rapping and solo singing To listen to each other and be aware of how you fit into the group To sing with awareness of being ‘in tune’. Play a musical instrument with the correct technique within the context of the Unit song 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
	Summer 2	Reflect, Rewind and Replay (yr 5)	Classical	History of music		

					<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 writing a story. It can be played or performed again to your friends</li> <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> </ul>	<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> <p>To discuss and talk musically about it – “What went well?” and “It would have been even better if...?”</p>
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					<ul style="list-style-type: none"><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>	