

## Music Curriculum Overview

Year R	Topic	Vocabulary	I can statements	National Curriculum	Activities
Autumn 1 <sup>st</sup>	<ul style="list-style-type: none"> <li>Me!</li> </ul>	<ul style="list-style-type: none"> <li>Pulse, rhythm, explore, high, low, sounds, voice, glockenspiel, clap</li> </ul>	<p>I know that we can move with the pulse of the music.            I know that a performance is sharing music.            I can sing or rap nurse rhymes and simple songs from memory.            I can sing a large repertoire of songs.            I can create my own song, or improvise a song around one I know.            I can listen carefully to rhymes and songs, paying attention to how they sound.            I can enjoy listening to the music and responding to different speeds through dancing or other movement            I can find the pulse in different ways and show this through actions e.g. marching, jumping, moving            I can play a 1-note pattern in time with the pulse</p>	<p><b>Three to Four Year Olds</b></p> <ul style="list-style-type: none"> <li>Listen with increased attention to sounds.</li> <li>Create their own songs, or improvise a song around one they know.</li> <li>Understand how to listen carefully and why listening is important.</li> <li>Learn new vocabulary.</li> <li>Learn rhymes, poems and songs.</li> <li>Play instruments with increasing control to express their feelings and ideas.</li> </ul>	<p>Main Songs:            Pat-a-Cake            1, 2, 3, 4, 5 Once I Caught a Fish Alive            This Old Man            Five Little Ducks            Name Song            Things For Fingers</p> <p>Explore and Create:            Musical Activities that embed pulse, rhythm and pitch, explore voices and classroom instruments.</p> <p>Games Track:            Find the pulse.</p> <p>Copy Cat Rhythm Games:            Copy - clap the rhythm of names.</p> <p>High and Low games:            Explore high sounds using voices and glockenspiels.</p>
Autumn 2 <sup>nd</sup>	<ul style="list-style-type: none"> <li>My Stories</li> </ul>	<ul style="list-style-type: none"> <li>Pulse, rhythm, high, low, pitch, pattern, note, clap</li> </ul>	<p>I know that the words of songs can tell stories and paint pictures.            I can sing along with a pre-recorded song and add actions.            I can sing along with the backing track.            I can remember and sing entire songs.            I can respond to what they have heard, expressing their thoughts and feelings.            I can enjoy listening to the music and responding to different speeds through dancing or other movement            I can find the pulse in different ways and show this through actions e.g. marching, jumping, moving            I can play a 1-note pattern in time with the pulse            I can copy back the rhythms of phrases in the song</p>	<p><b>Three to Four Year Olds</b></p> <ul style="list-style-type: none"> <li>Respond to what they have heard, expressing their thoughts and feelings.</li> <li>Remember and sing entire songs.</li> <li>Sing the pitch of a tone sung by another person ('pitch match')</li> <li>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.</li> <li>Play instruments with increasing control to express their feelings and ideas.</li> </ul> <p><b>Reception</b></p> <ul style="list-style-type: none"> <li>Listen attentively. Move to and talk about music, expressing their feelings and responses</li> <li>Learn rhymes, poems and songs.</li> </ul>	<p>Main Songs:            I'm A Little Teapot            The Grand Old Duke Of York            Ring O' Roses            Hickory Dickory Dock            Not Too Difficult            The ABC Song</p> <p>Explore and Create:            Musical Activities that embed pulse, rhythm and pitch, explore voices and classroom instruments.</p> <p>Games Track:            Find the pulse as one of the characters from the songs.</p> <p>Copy Cat Rhythm Games:            Copy-clap the rhythms of small phrases from the songs.</p> <p>High and Low games:            Explore high pitch and low pitch in the context of the songs.</p> <p>Year R Christmas Performance</p>
Spring 1 <sup>st</sup>	<ul style="list-style-type: none"> <li>Everyone!</li> </ul>	<ul style="list-style-type: none"> <li>Pulse, rhythm, high, low, pitch, melodic patterns, note, clap</li> </ul>	<p>I can perform any of the nursery rhymes or songs adding a simple instrumental part.            I know that songs have sections.</p> <p>Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.            I can enjoy listening to the music and responding to different speeds through dancing or other movement            I can find the pulse in different ways and show this through actions e.g. marching, jumping, moving            I can play a 1-note pattern in time with the pulse            I can copy back the rhythms of phrases in the song            I can copy sounds I can hear to distinguish high-pitched from low-pitched sounds.</p>	<p><b>Reception</b></p> <ul style="list-style-type: none"> <li>Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>Learn rhymes, poems and songs.</li> <li>Combine different movements with ease and fluency.</li> <li>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> </ul>	<p>Main Songs:            Wind The Bobbin Up            Rock-A-Bye Baby            Five Little Monkeys Jumping On The Bed            Twinkle Twinkle            If You're Happy And You Know It            Head, Shoulders, Knees and Toes</p> <p>Explore and Create:            Musical Activities that embed pulse, rhythm and pitch, explore voices and classroom instruments.</p> <p>Games Track:            Invent ways to find the pulse.</p> <p>Copy Cat Rhythm Games:            Copy-clap some rhythms of phrases from the songs.</p> <p>High and Low games:            Explore high pitch and low pitch in context of the songs.</p>

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Spring 2 <sup>nd</sup>	<ul style="list-style-type: none"> <li>Our World</li> </ul>	<ul style="list-style-type: none"> <li>Pulse, clap, high, low, pitch, melodic patterns, note</li> </ul>	<p>I can record the performance to talk about.</p> <p>I can create collaboratively, sharing ideas, resources and skills.</p> <p>I can enjoy listening to the music and responding to different speeds through dancing or other movement</p> <p>I can find the pulse in different ways and show this through actions e.g. marching, jumping, moving</p> <p>I can play a 1-note pattern in time with the pulse</p> <p>I can copy back the rhythms of phrases in the song</p> <p>I can copy sounds I can hear to distinguish high-pitched from low-pitched sounds.</p> <p>I can add actions or substitute a word in some sections.</p>	<p><b>Reception</b></p> <ul style="list-style-type: none"> <li>Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>Learn rhymes, poems and songs.</li> <li>Watch and talk about dance and performance art, expressing their feelings and responses.</li> <li>Explore, use and refine a variety of artistic effects to express their ideas and feelings.</li> <li>Return to build on their previous learning, refining ideas and developing their ability to represent them.</li> </ul>	<p><b>Main Songs:</b>            Old MacDonald            Incy Wincy Spider            Baa Baa Black Sheep            Row, Row, Row Your Boat            The Wheels On The Bus            The Hokey Cokey</p> <p><b>Explore and Create:</b>            Musical Activities that embed pulse, rhythm and pitch, explore voices and classroom instruments.</p> <p><b>Games Track:</b>            Find the pulse and show others your ideas.</p> <p><b>Copy Cat Rhythm Games:</b>            Copy-clap some rhythms of phrases from the songs.</p> <p><b>High and Low games:</b>            Explore high pitch and low pitch using the images from the songs.</p>
Summer 1 <sup>st</sup>	<ul style="list-style-type: none"> <li>Big Bear Funk</li> </ul>	<ul style="list-style-type: none"> <li>Pulse, clap, beat, pitch, note, notes, C, D, E</li> </ul>	<p>I can find the pulse.</p> <p>I can use large-muscle movements to wave flags and streamers.</p> <p>Sing the pitch of a tone sung by another person ('pitch match').</p> <p>I can play instruments with increasing control to express my feelings and ideas.</p> <p>I can sing in a group or on their own, increasingly matching the pitch and following the melody.</p> <p>I can enjoy listening to the music and responding to different speeds through dancing or other movement</p> <p>I can find the pulse in different ways and show this through actions e.g. marching, jumping, moving</p> <p>I can play a 1-note pattern in time with the pulse</p> <p>I can copy back the rhythms of phrases in the song</p> <p>I can copy sounds I can hear to distinguish high-pitched from low-pitched sounds.</p> <p>I can add actions or substitute a word in some sections.</p> <p>I can choose one of the songs or rap and perform it with any actions I have created</p>	<p><b>Reception</b></p> <ul style="list-style-type: none"> <li>Listen carefully to rhymes and songs, paying attention to how they sound.</li> <li>Combine different movements with ease and fluency.</li> <li>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>Create collaboratively, sharing ideas, resources and skills.</li> <li>Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>Explore and engage in music making and dance, performing solo or in groups.</li> </ul>	<p><b>Main Songs:</b>            Big Bear Funk</p> <p><b>Explore and Create:</b>            Musical Activities that embed pulse, rhythm and pitch, explore voices and classroom instruments.</p> <p><b>Games Track:</b>            Find a funky pulse.</p> <p><b>Copy Cat Rhythm Games:</b>            Copy-clap 3 or 4 word phrases from the song.</p>
Summer 2 <sup>nd</sup>	<ul style="list-style-type: none"> <li>Reflect, Rewind and Replay</li> </ul>	<ul style="list-style-type: none"> <li>Revise existing</li> </ul>	<p>I can listen with increased attention to sounds.</p> <p>I can perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.</p> <p>I can enjoy listening to the music and responding to different speeds through dancing or other movement</p> <p>I can find the pulse in different ways and show this through actions e.g. marching, jumping, moving</p> <p>I can play a 1-note pattern in time with the pulse</p> <p>I can copy back the rhythms of phrases in the song</p> <p>I can copy sounds I can hear to distinguish high-pitched from low-pitched sounds.</p> <p>I can add actions or substitute a word in some sections.</p> <p>I can choose one of the songs or rap and perform it with any actions I have created</p> <p>I can listen back to the performance.</p>	<p><b>Reception</b></p> <ul style="list-style-type: none"> <li>Combine different movements with ease and fluency.</li> <li>Return to and build on their previous learning, refining ideas and developing their ability to represent them.</li> <li>Create collaboratively, sharing ideas, resources and skills.</li> <li>Sing in a group or on their own, increasingly matching the pitch and following the melody.</li> <li>Explore and engage in music making and dance, performing solo or in groups.</li> </ul> <p><b>ELG</b></p> <ul style="list-style-type: none"> <li>Sing a range of well-known nursery rhymes and songs.</li> <li>Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with the music.</li> </ul>	<p><b>Main Songs:</b>            Compose with the Song Big Bear Funk.            Compose with the Song Baa Baa Black Sheep            Compose with the Song Twinkle Twinkle Little Star            Compose with the Song Incy Wincy Spider            Compose with the Song Rock-A-Bye Baby            Compose with the Song Row Row Row your boat</p> <p><b>Explore and Create:</b>            Musical Activities that embed pulse, rhythm and pitch, explore voices and classroom instruments.</p> <p><b>Games Track:</b>            Revise existing</p> <p><b>Copy Cat Rhythm Games:</b>            Revise existing</p> <p><b>High and Low games:</b> Revise existing            Year R End of Year Performance</p>

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Year 1	Topic	Vocabulary	I can statements	National Curriculum	Activities
Autumn 1 <sup>st</sup>	<ul style="list-style-type: none"> <li>How can we make friends sing together? Introducing Beat</li> </ul>	<ul style="list-style-type: none"> <li>Pulse, Rhythm, Pitch, Tempo, Dynamics, Timbre, Texture, Structure, friends</li> </ul>	<p>I can demonstrate a basic understanding of how feelings can connect with/relate to music.</p> <p>I can demonstrate some basic understanding of musical style.</p> <p>I can demonstrate an awareness of pulse/beat when listening, moving to and performing music.</p> <p>I can copy back simple rhythmic patterns.</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> <li>Play tuned and untuned instruments musically.</li> <li>Listen with concentration and understanding to a range of high quality live and recorded music.</li> </ul>	<p>Musicianship Option: Understanding Music Improvise Together</p> <p>Listen and Respond and Singing: Find the beat. 1-2-3-4-5 Head, Shoulders, Knees and Toes Shapes We Talk To Animals We Are Together and Rondo Alla Turca</p> <p>Singing: Find the Beat 1-2-3-4-5 Head, Shoulders, Knees and Toes Shapes We Talk To Animals We Are Together or revisit a song of your choice</p> <p>Playing: Play instrumental parts</p> <p>Improvising and Composing: Improvise Together Improvise with the Song Compose with the Song Create a Graphic Score: A Musical Up And Down Journey</p> <p>Perform: Perform and share what has taken place in the lesson</p>
Autumn 2 <sup>nd</sup>	<ul style="list-style-type: none"> <li>How does music tell stories about the past? Adding Rhythm &amp; Pitch</li> </ul>	<ul style="list-style-type: none"> <li>Pulse, Rhythm, Pitch, history</li> </ul>	<p>I can recognise some band and orchestral instruments</p> <p>I can demonstrate a basic understanding of how feelings can connect with/relate to music.</p> <p>I can demonstrate some basic understanding of musical style.</p> <p>I can demonstrate an understanding and use of basic differences in pitch (high and low) and note duration (long and short)</p> <p>I can join in sections of the song e.g. chorus</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> <li>Play tuned and untuned instruments musically.</li> <li>Listen with concentration and understanding to a range of high quality live and recorded music</li> </ul>	<p>Musicianship Options: Understanding Music Improvise Together</p> <p>Listen and Respond: Twinkle, Twinkle, Little Star In The Orchestra Daisy Bell (Bicycle Built For Two) Dancing Dinosaurs Rock-a-bye Baby I'm a Little Teapot and Sleigh Ride</p> <p>Singing: Twinkle, Twinkle, Little Star In The Orchestra Daisy Bell (Bicycle Built For Two) Dancing Dinosaurs Rock-a-bye Baby I'm a Little Teapot or revisit a song of your choice</p> <p>Playing: Play instruments parts</p> <p>Improvising and Composing: Improvise Together Improvise with the Song</p> <p>Performing: Perform and share what has taken place in the lesson</p> <p>Year 1 Christmas Performance</p>

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Spring 1 <sup>st</sup>	<ul style="list-style-type: none"> <li>How does music help us to understand our neighbours? Combining Pulse Rhythm and Pitch</li> </ul>	<ul style="list-style-type: none"> <li>Pulse, Rhythm, Pitch</li> </ul>	<p>I can demonstrate a basic understanding of how feelings can connect with/relate to music. I can demonstrate some basic understanding of musical style. I can demonstrate an understanding and use of basic differences in pitch (high and low) and note duration (long and short) I can demonstrate an understanding of the importance of posture and technique when performing. I can demonstrate an understanding of the basic concepts of improvisation and composition</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> <li>Play tuned and untuned instruments musically.</li> <li>Listen with concentration and understanding to a range of high quality live and recorded music</li> </ul>	<p>Musicianship Options: Understanding Music Improvise Together</p> <p>Listen and Respond: Days of the Week Name Song Cuckoo Upside Down Hush Little Baby Who took the Cookie? And the Planets</p> <p>Singing: Days of the Week Name Song Cuckoo Upside Down Hush Little Baby Who took the Cookie? or revisit a song of your choice</p> <p>Playing: Play instruments parts</p> <p>Improvising and Composing: Improvise Together Improvise with the Song Compose with the Song Create a Graphic Score: Walking in Space</p> <p>Performing: Perform and share what has taken place in the lesson</p>
Spring 2 <sup>nd</sup>	<ul style="list-style-type: none"> <li>How does music make the world a better place? Introducing Tempo &amp; Dynamics</li> </ul>	<ul style="list-style-type: none"> <li>Pulse, Tempo, Dynamics</li> </ul>	<p>I can demonstrate an understanding and appropriate use of musical language (including basic musical elements), from both and learning. I can demonstrate a basic understanding of how feelings can connect with/relate to music. I can demonstrate some basic understanding of musical style. I can demonstrate an understanding of the importance of posture and technique when performing. I can demonstrate an understanding of the basic concepts of improvisation and composition I can begin to understand where music fits in the world</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> <li>Play tuned and untuned instruments musically.</li> <li>Listen with concentration and understanding to a range of high quality live and recorded music</li> </ul>	<p>Musicianship Options: Understanding Music Improvise Together</p> <p>Listen and Respond: If you're happy and you know it Sing me a song Sparkle Rhythm in the way we walk Big Bear Funk Baby Elephant and Cinderella</p> <p>Singing: If you're happy and you know it Sing me a song Sparkle Rhythm in the way we walk Big Bear Funk Baby Elephant or revisit a song of your choice</p> <p>Playing: Play instruments parts</p> <p>Improvising and Composing: Improvise Together Improvise with the Song</p> <p>Performing: Perform and share what has taken place in the lesson</p>
Summer 1 <sup>st</sup>	<ul style="list-style-type: none"> <li>What songs can we sing to help us through the</li> </ul>	<ul style="list-style-type: none"> <li>Pulse, Beat, instruments, tempo, quiet, loud, style</li> </ul>	<p>I can demonstrate an understanding and appropriate use of musical language (including basic musical elements), from both and learning. I can demonstrate a basic understanding of how feelings can connect with/relate to music.</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> </ul>	<p>Musicianship Options: Understanding Music Improvise Together</p> <p>Listen and Respond:</p>

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	<p>day? Having Fun with Improvisation</p>		<p>I can demonstrate some basic understanding of musical style. I can demonstrate an awareness of pulse/beat when listening, moving to and performing music. I can add actions to the song</p>	<ul style="list-style-type: none"> <li>Play tuned and untuned instruments musically.</li> <li>Listen with concentration and understanding to a range of high quality live and recorded music</li> </ul>	<p>Getting Dressed Dress Up Brush Our Teeth Get Ready Up and Down Star Light, Star Bright and Sonata</p> <p>Singing: Getting Dressed Dress Up Brush Our Teeth Get Ready Up and Down Star Light, Star Bright and Sonata or revisit a song of your choice</p> <p>Playing: Play instruments parts</p> <p>Improvising and Composing: Improvise Together Improvise with the Song Compose with the Song</p> <p>Performing: Perform and share what has taken place in the lesson</p>
Summer 2 <sup>nd</sup>	<ul style="list-style-type: none"> <li>How does music connect us with the environment? Explore sound and create a story</li> </ul>	<ul style="list-style-type: none"> <li>Pulse, Clapping, Listening, Singing, Rapping, Dancing, Improvising, Composing, Performing</li> </ul>	<p>I can demonstrate an understanding and appropriate use of musical language (including basic musical elements), from both and learning. I can demonstrate a basic understanding of how feelings can connect with/relate to music. I can demonstrate some basic understanding of musical style. I can demonstrate an awareness of pulse/beat when listening, moving to and performing music. I can demonstrate an understanding and use of basic differences in pitch (high and low) and note duration (long and short) I can demonstrate an understanding of the importance of posture and technique when performing. I can demonstrate an understanding of the basic concepts of improvisation and composition I can communicate the meaning of the song</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> <li>Play tuned and untuned instruments musically.</li> <li>Listen with concentration and understanding to a range of high quality live and recorded music</li> </ul>	<p>Musicianship Options: Understanding Music Improvise Together</p> <p>Listen and Respond: The Bear went over the Mountain In the Sea Alice the Camel Ten green bottles Zootime She'll be coming 'Round the Mountain and Pink Panther Theme</p> <p>Singing: The Bear went over the Mountain In the Sea Alice the Camel Ten green bottles Zootime She'll be coming 'Round the Mountain and Pink Panther Theme or revisit a song of your choice</p> <p>Playing: Play instruments parts</p> <p>Improvising and Composing: Improvise Together Improvise with the Song Compose with the Song</p> <p>Performing: Perform and share what has taken place in the lesson</p> <p>Year 1 End of Year Performance</p>

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Year 2	Topic	Vocabulary	I can statements	National Curriculum	Activities
Autumn 1 <sup>st</sup>	<ul style="list-style-type: none"> <li>How does music help us to make friends? Exploring Simple Patterns</li> </ul>	<ul style="list-style-type: none"> <li>Friends, Tempo</li> </ul>	<p>I can use body percussion, instruments and voices</p> <p>I can demonstrate a basic understanding of how feelings can connect with/relate to music.</p> <p>I can demonstrate some basic understanding of style of music.</p> <p>I can demonstrate an understanding and use of basic differences in pitch (high and low) and note duration (long and short)</p> <p>I can demonstrate an understanding of the importance of posture and technique when performing.</p> <p>I can demonstrate an understanding of the basic concepts of improvisation and composition</p> <p>I can introduce the performance.</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> <li>Play tuned and untuned instruments musically.</li> <li>Listen with concentration and understanding to a range of high quality live and recorded music</li> <li>Experiment with, create, select and combine sounds using the interrelated dimensions of music.</li> </ul>	<p>Musicianship Options: Baseline Quiz Understanding Music Improvise Together</p> <p>Listen and Respond: Music is in my Soul Bolero Hey Friends! Eye Of the Tiger Hello! Bolero</p> <p>Singing: Music is in my Soul Bolero Hey Friends! Eye Of the Tiger Hello! Bolero revisit a song of your choice</p> <p>Playing: Play instruments parts</p> <p>Improvising and Composing: Improvise Together Improvise with the Song Compose with the Song Create a Graphic Score: Friendship</p> <p>Performing: Perform and share what has taken place in the lesson</p>
Autumn 2 <sup>nd</sup>	<ul style="list-style-type: none"> <li>How does music teach us about the past? Focus on Dynamics and Tempo</li> </ul>	<ul style="list-style-type: none"> <li>Dynamics, Tempo, clapping, listening, singing, rapping, dancing, playing, improvising, composing, performing</li> </ul>	<p>I can move and dance confidently</p> <p>I can demonstrate a basic understanding of how feelings can connect with/relate to music.</p> <p>I can demonstrate some basic understanding of style of music.</p> <p>I can demonstrate an awareness of pulse/beat when listening, moving to and performing music.</p> <p>I can demonstrate an understanding and use of basic differences in pitch (high and low) and note duration (long and short)</p> <p>I can demonstrate an understanding of the importance of posture and technique when performing.</p> <p>I can recognise some band and orchestral instruments</p> <p>I can introduce the performance.</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> <li>Play tuned and untuned instruments musically.</li> <li>Listen with concentration and understanding to a range of high quality live and recorded music</li> <li>Experiment with, create, select and combine sounds using the interrelated dimensions of music.</li> </ul>	<p>Musicianship Options: Baseline Quiz Understanding Music Improvise Together</p> <p>Listen and Respond: Sparkle in the sun For the Beauty of the Earth Listen Fascinating Rhythm The Orchestra Song For the Beauty of the Earth</p> <p>Singing: Sparkle in the sun For the Beauty of the Earth Listen Fascinating Rhythm The Orchestra Song For the Beauty of the Earth revisit a song of your choice</p> <p>Playing: Play instruments parts</p> <p>Improvising and Composing: Improvise Together Improvise with the Song Compose with the Song Create a Graphic Score: Friendship</p>

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					Performing: Perform and share what has taken place in the lesson Year 2 Christmas Performance
Spring 1 <sup>st</sup>	<ul style="list-style-type: none"> <li>How Does Music Make the World a Better Place? Explore Feeling Through Music</li> </ul>	<ul style="list-style-type: none"> <li>Tempo, clapping, listening, singing, rapping, dancing, playing, improvising, composing, performing</li> </ul>	<p>I can demonstrate an understanding and appropriate use of musical language (including basic music elements), from both prior and new learning.</p> <p>I can demonstrate a basic understanding of how feelings can connect with/relate to music.</p> <p>I can demonstrate some basic understanding of style of music.</p> <p>I can demonstrate an awareness of pulse/beat when listening, moving to and performing music.</p> <p>I can demonstrate an understanding and use of basic differences in pitch (high and low) and note duration (long and short)</p> <p>I can demonstrate an understanding of the importance of posture and technique when performing.</p> <p>I can start to talk about where music might fit into the world</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> <li>Play tuned and untuned instruments musically.</li> <li>Listen with concentration and understanding to a range of high quality live and recorded music</li> <li>Experiment with, create, select and combine sounds using the interrelated dimensions of music.</li> </ul>	<p>Musicianship Options: Baseline Quiz Understanding Music Improvise Together</p> <p>Listen and Respond: Rainbows Maple Leaf Rag Hands, Feet, Heart Let's Twist Again All Around the World</p> <p>Singing: Rainbows Hands, Feet, Heart All Around the World revisit a song of your choice</p> <p>Playing: Play instruments parts</p> <p>Improvising and Composing: Improvise Together Improvise with the Song Compose with the Song Create a Graphic Score: Rainbows</p> <p>Performing: Perform and share what has taken place in the lesson</p>
Spring 2 <sup>nd</sup>	<ul style="list-style-type: none"> <li>How Does Music Teach Us about Our Neighbourhood? Inventing a Musical Story</li> </ul>	<ul style="list-style-type: none"> <li>Clapping, listening, singing, rapping, dancing, playing, improvising, composing, performing</li> </ul>	<p>I can demonstrate an understanding and appropriate use of musical language (including basic music elements), from both prior and new learning.</p> <p>I can demonstrate a basic understanding of how feelings can connect with/relate to music.</p> <p>I can demonstrate some basic understanding of style of music.</p> <p>I can demonstrate an awareness of pulse/beat when listening, moving to and performing music.</p> <p>I can demonstrate an understanding and use of basic differences in pitch (high and low) and note duration (long and short)</p> <p>I can demonstrate a good singing posture</p> <p>I can sing to communicate the meaning of the words</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> <li>Play tuned and untuned instruments musically.</li> <li>Listen with concentration and understanding to a range of high quality live and recorded music</li> <li>Experiment with, create, select and combine sounds using the interrelated dimensions of music.</li> </ul>	<p>Musicianship Options: Baseline Quiz Understanding Music Improvise Together</p> <p>Listen and Respond: Helping Each Other Piano Trio In a Minor Op.150 1. Allegro The Music Man Swing Time: The Way you look Tonight Let's Sing Together</p> <p>Singing: Helping Each Other The Music Man Swing Time: The Way you look Tonight Let's Sing Together Revisit a song of your choice</p> <p>Playing: Play instruments parts</p> <p>Improvising and Composing: Improvise Together Improvise with the Song Compose with the Song Create a Graphic Score: Instruments</p> <p>Performing: Perform and share what has taken place in the lesson</p>



## Music Curriculum Overview

<p>Summer 1<sup>st</sup></p>	<ul style="list-style-type: none"> <li>How Does Music Shape Our War Of Life? Music that Makes you Dance</li> </ul>	<ul style="list-style-type: none"> <li>Clapping, listening, singing, rapping, dancing, playing, improvising, composing, performing</li> </ul>	<p>I can demonstrate an understanding and appropriate use of musical language (including basic music elements), from both prior and new learning.            I can demonstrate a basic understanding of how feelings can connect with/relate to music.            I can demonstrate some basic understanding of style of music.            I can demonstrate an awareness of pulse/beat when listening, moving to and performing music.            I can demonstrate an understanding and use of basic differences in pitch (high and low) and note duration (long and short)            I can demonstrate an understanding of the importance of posture and technique when performing.            I can demonstrate an understanding of the basic concepts of improvisation and composition            I can introduce the performance.</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> <li>Play tuned and untuned instruments musically.</li> <li>Listen with concentration and understanding to a range of high quality live and recorded music</li> <li>Experiment with, create, select and combine sounds using the interrelated dimensions of music.</li> </ul>	<p><b>Musicianship Options:</b>            Baseline Quiz            Understanding Music            Improvise Together</p> <p><b>Listen and Respond:</b>            I Wanna Play in a Band            Flying Theme From E.T The Extra-Terrestrial            Music is all around            Moon river            Saying Sorry</p> <p><b>Singing:</b>            I Wanna Play in a Band            Flying Theme From E.T The Extra-Terrestrial            Music is all around            Moon River            Saying Sorry            Revisit a song of your choice</p> <p><b>Playing:</b>            Play instruments parts</p> <p><b>Improvising and Composing:</b>            Improvise Together            Improvise with the Song            Compose with the Song</p> <p><b>Performing: Perform and share what has taken place in the lesson</b></p>
<p>Summer 2<sup>nd</sup></p>	<ul style="list-style-type: none"> <li>How Does Music Connect Us With The Environment? Exploring Improvisation</li> </ul>	<ul style="list-style-type: none"> <li>Clapping, listening, singing, rapping, dancing, playing, improvising, composing, performing</li> </ul>	<p>I can demonstrate an understanding and appropriate use of musical language (including basic music elements), from both prior and new learning.            I can demonstrate a basic understanding of how feelings can connect with/relate to music.            I can demonstrate some basic understanding of style of music.            I can demonstrate an awareness of pulse/beat when listening, moving to and performing music.            I can demonstrate an understanding and use of basic differences in pitch (high and low) and note duration (long and short)            I can demonstrate an understanding of the importance of posture and technique when performing.            I can practise, rehearse and share a song that has been learned in the lesson</p>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>Use their voices expressively and creatively by singing songs and speaking chants and rhymes.</li> <li>Play tuned and untuned instruments musically.</li> <li>Listen with concentration and understanding to a range of high quality live and recorded music</li> <li>Experiment with, create, select and combine sounds using the interrelated dimensions of music.</li> </ul>	<p><b>Musicianship Options:</b>            Understanding Music            Improvise Together</p> <p><b>Listen and Respond:</b>            The Sunshine Song            No More Dinosaur            Four White Horses            Que Llueva, Que Llueva            Down by the Bay</p> <p><b>Singing:</b>            The Sunshine Song            No More Dinosaur            Four White Horses            Que Llueva, Que Llueva            Down by the Bay            Revisit a song of your choice</p> <p><b>Playing:</b>            Play instruments parts</p> <p><b>Improvising and Composing:</b>            Improvise Together            Improvise with the Song</p> <p><b>Performing: Perform and share what has taken place in the lesson</b></p> <p><b>Year 2 End of Year Performance</b></p>

SEND Adaptations – Teacher/TA to support children to achieve the Learning Objective by making adaptations such as:

- children working together as a group with adult support for composition work
- allow for extra time if children need it
- adapt resources if needed to, such as instruments that are easy to hold and play, size of the instrument, give them a chime bar for the note they need to play
- use of STEM sentences to support children to share their opinions and ideas when discussing music by different musicians, peers and their own creations
- provide children with examples of the composition they need to create to help them hear what they are working towards.
- Adapt written signs and symbols to make it easier to children to read and understand music by using less symbols/signs.