

Key

	Term
Year	<u>Box 1 – Bold and Underlined: National Curriculum Area of focus</u> Box 1 – normal font: Unit or Stimulus or Resource
	Box 2 – normal font: Musical devices covered/outcomes/skills/knowledge

SMSC = Social, Moral, Spiritual, Cultural

S = Singing

I = Improvising

C = Composing

P = Playing/Performing

LA = Listening and Appraising

KS1 Curriculum

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	<u>National Curriculum Area of focus</u> Hey You! SMSC S I P C LA Style :Old School Hip Hop Unit theme: How pulse, rhythm and pitch work together.	Rhythm In The Way We Walk and Banana Rap SMSC S C P LA Style :Reggae, Hip-Hop Unit theme: Pulse, rhythm and pitch, rapping, dancing and singing	In The Groove SMSC S I P C LA Style: Blues, Baroque, Latin, Bhangra, Folk, Funk Unit theme: How to be in the groove with different styles of music.	Round and Round SMSC S I P C LA Style: Bossa Nova Unit theme: Pulse, rhythm and pitch in different styles of music.	Your imagination. SMSC S I P C LA Style: Pop Unit theme: Using your imagination.	Reflect, Rewind and Replay SMSC S I P C LA Style:Classical Unit theme: The history of music, look back and consolidate your learning, learn some of the language of music.
	Body percussion- finding a pulse. Clapping rhythms. Singing –rap and sing Playing instruments with 1 or 2 notes- C + G Improvise using C+ G Compose a simple melody Perform and share.	Listening- Find the pulse as you are listening to the music. Instruments/voices can you hear. Body percussion- finding a pulse. Clapping rhythms. Pitch- high and low sounds. Singing –rap and sing Perform and share.	Listening- Find the pulse as you are listening to the music. Body percussion- finding a pulse. Clapping rhythms. Singing –All different styles. Pitch- high and low sounds. Improvise using C+D Compose a simple melody- using simple rhythms, choosing from notes C+ D or C, D + E. Perform and share.	Listening- Find the pulse as you are listening to the music. Instruments/voices can you hear. Body percussion- finding a pulse. Clapping rhythms. Pitch- high and low sounds. Singing and dancing. Playing instruments using up to 3 notes-. D, F, C and D Improvise using C and E Perform and share	Listening- Find the pulse as you are listening to the music. Instruments/voices can you hear. Body percussion- finding a pulse. Clapping rhythms. Pitch- high and low sounds. Singing and having fun with imagination. Playing instruments using 1 or 2 notes- C +G Improvise using C and D. Compose a simple melody using simple rhythms choosing from notes C+D or C, D and E. Perform and share	Consolidate : Listen and Appraise Classical music Continue to embed the foundations of the interrelated dimensions of music using voices and instruments Singing Play instruments within the song Improvisation using voices and instruments Composition Share and perform the learning that has taken place

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 2	Hands, Feet, Heart SMSC S I P C LA Style: Afropop, South African Unit theme: South African music	Ho, Ho, Ho SMSC S P C LA Style: A song with rapping and improvising for Christmas Unit theme: Festivals and Christmas	I Wanna Play In A Band SMSC S I P C LA Style: Rock Unit theme: Playing in a band together.	Zootime SMSC S I P C LA Style: Reggae Unit Theme: Reggae and animals.	Friendship song SMSC S I P C LA Style: Pop Unit Theme: A song about being friends.	Reflect, Rewind and Replay SMSC S I P C LA Style: Classical Unit theme: The history of music, look back and consolidate your learning, learn some of the language of music.
	Listening- Find the pulse as you are listening to the music. Instruments/voices can you hear. Body percussion- finding a pulse. Clapping rhythms. Singing –Sing Hands, Feet, Heart in groups Playing instruments using up to 3 notes- G, A + C. Improvise using C + D Compose a simple melody- using simple rhythms, choosing from notes C+ D or C, D + E. Perform and share.	Listening- Find the pulse as you are listening to the music. Instruments/voices can you hear.. Body percussion- finding a pulse. Clapping rhythms. Pitch- high and low sounds. Singing –Rap and sing Ho, Ho, Ho Playing instruments using up to 3 notes- G, A + B. Improvise using words. Perform and share.	Listening- Find the pulse as you are listening to the music. Instruments/voices can you hear. Body percussion- finding a pulse. Clapping rhythms. Singing – All different styles. Playing instruments using up to 3 notes- F, D and C Improvise using F + G Compose a simple melody- using simple rhythms, choosing from notes F+G or F G + A. Perform and share.	Listening- Find the pulse as you are listening to the music. Instruments/voices can you hear. Body percussion- finding a pulse. Clapping rhythms. Singing and dancing. Pitch- High and low. Playing instruments using up to 2 notes –C or C + D Improvise using C + D Compose a simple melody- using simple rhythms, choosing from notes C + D or C, D and E. Perform and share.	Listening- Find the pulse as you are listening to the music. Instruments/voices can you hear. Body percussion- finding a pulse. Clapping rhythms. Singing in two-parts. Pitch- High and low. Playing instruments using up to 3 notes – C, E and G. Improvise using C + D Compose a simple melody- using simple rhythms, choosing from notes C + D or C, D and E. Perform and share.	Consolidate: Listen and Appraise Classical music Continue to embed the foundations of the interrelated dimensions of music using voices and instruments Singing Play instruments within the song Improvisation using voices and instruments Composition Share and perform the learning that has taken place

KS2 Curriculum

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Let Your Spirit Fly SMSC S I P C LA Style: RnB Unit theme: RnB and other styles.	Glockenspiel Stage 1 SMSC I P C Style: N/A Unit theme: Exploring and developing playing skills.	Three Little Birds SMSC S I P C LA Style: Reggae Unit theme: Reggae and animals.	The Dragon Song SMSC S I P C LA Style: A pop song that tells a story. Unit theme: Music from around the world, celebrating our differences and being kind to one another.	Bringing Us Together SMSC S I P C LA Style: Disco Unit theme: Disco, friendship, hope and unity	Reflect, Rewind and Replay Style: Classical Unit theme: The history of music, look back and consolidate your learning, learn some of the language of music.
	Listening and Appraising. Structure- introduction, verse, chorus Instruments/voices you can hear. Find the pulse as you are listening to the music. Using glocks/recorders Play and copy back using up to 2 notes- C + D Singing in two-parts Play instrumental parts with the song by ear and/or from notation using the easy or medium part. Using up to 3 notes – C, D + E. Improvise using up to 3 notes – C, D + E. Compose a simple melody using simple rhythms choosing from the notes C, D + E or C, D, E, F + G. Perform and share - The performance will include one or more of the following: Improvisations • Instrumental performances • Compositions	Using glocks -Learn to play and read the notes C, D, E + F. Learn to play these tunes: • Easy E • Strictly D • Play Your Music • Drive • Dee Cee's Blues • What's Up • D-E-F-initely • Roundabout • March of the Golden Guards • Portsmouth Improvise with Dee Cee's Blues using the notes C + D. Compose using the notes C, D, E + F. Perform and share The performance will include one or more of the following: Improvisations • Instrumental performances • Compositions	Listening and Appraising. Structure- introduction, verse, chorus Instruments/voices you can hear. Find the pulse as you are listening to the music. Using glocks/recorders Play and copy back using up to 2 notes- C + D Singing in unison. Play instrumental parts with the song by ear and/or from notation using the easy or medium part. Using up to 3 notes – C, D + E. Improvise using up to 3 notes – C, D + E. Compose a simple melody using simple rhythms choosing from the notes C, D + E or C, D, E, F + G. Perform and share The performance will include one or more of the following: Improvisations • Instrumental performances • Compositions	Listening and Appraising. Themes: Kindness, respect, friendship etc. Instruments/voices you can hear. Lyrics- Do the words tell a story. Using glocks and/or recorders. Play and copy back using up to 3 notes – G + A. Singing in 2 parts. Play instrumental parts with the song by ear and/or from notation using the easy or medium part. Using up to 3 notes – G, A + B. Improvise using up to 3 notes – G, A + B. Compose a simple melody using simple rhythms choosing from the notes G, A + B or D, E, G, A + B. (Pentatonic scale) Perform and share. The performance will include one or more of the following: Improvisations • Instrumental performances • Compositions	Listening and Appraising. Finding the pulse as you are listening. Instruments/voices you can hear. Lyrics- Do the words tell a story. Using glocks and/or recorders. Play and copy back using up to 3 notes – C + A. Singing in 2 parts. Play instrumental parts with the song by ear and/or from notation using the easy or medium part. Using up to 3 notes – C, A + G. Improvise using up to 2 notes – C + A. Compose a simple melody using simple rhythms choosing from the notes C, A + G or C, D, E, G + A. (Pentatonic scale) Perform and share The performance will include one or more of the following: Improvisations • Instrumental performances • Compositions	Consolidate: Listen and Appraise Classical music Continue to embed the foundations of the interrelated dimensions of music using voices and instruments Singing Play instruments within the song Improvisation using voices and instruments Composition Share and perform the learning that has taken place

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Year 4	Mamma Mia SMSC S I P C L A Style: Pop Unit theme: ABBA's Music	Glockenspiel Stage 2 SMSC P C Style: Mixed Style Unit theme: Exploring and Developing playing skills using the glockenspiel	Stop! SMSC S P L A Style: Grime Unit theme: Writing lyrics linked to a theme.	Lean On Me SMSC S I P C L A Style: Gospel Unit theme: Soul/Gospel music and helping one another.	Blackbird SMSC S I P C L A Style: The Beatles/Pop Unit theme: The Beatles, equality and civil rights	Reflect, Rewind and Replay SMSC S I P C L A Style: Classical Unit theme: The history of music, look back and consolidate your learning, learn some of the language of music.
	Listening and Appraising: Structure: Intro, verse, bridge, chorus, introduction, verse, bridge, chorus. Instruments/voices you can hear. Find the pulse as you are listening. Using glocks and/or recorders. Play and copy back using up to 2 notes – G + A. Singing in unison Play instrumental parts with the song by ear and/or from notation using the easy or medium part. You will be using up to 3 notes – G, A + B. Improvise using up to 3 notes – G, A + B. Compose a simple melody using simple rhythms choosing from the notes G, A + B or G, A, B, D + E (the pentatonic scale) Perform and Share The performance will include one or more of the following: Improvisations • Instrumental performances • Compositions	Using glocks-Learn more complex rhythm patterns. Revise, play and read the notes C, D, E, F + G. Learn to play these tunes: • Mardi Gras Groovin' • Two-Way Radio • Flea Fly • Rigadoon • Mamma Mia Revisit these tunes from Stage 1: • Portsmouth • Strictly D • Play Your Music • Drive Compose using the notes C, D, E, F + G. Perform and Share The performance will include one or more of the following: Improvisations • Instrumental performances • Compositions	Listening and Appraising: Structure: Intro and 6 rapped verses, each with a sung chorus. Instruments/voices you can hear. Find the pulse as you are listening. Using glocks and/or recorders. Play and copy back using up to 2 notes – C + D. Singing and rapping in unison and in parts. Compose your own rapped lyrics about bullying or another topic or theme that you decide.	Listening and Appraising: Structure: Intro, verse 1, chorus, verse 2, bridge, chorus, bridge, verse 3, outro. Instruments/voices you can hear. Find the pulse as you are listening. Using glocks and/or recorders Play and copy back using up to 2 notes – F + G. Singing in unison. Play instrumental parts with the song by ear and/or from notation using the easy or medium part. Using up to 4 notes – C, E, F + G. Improvise using up to 3 notes – F, G + A. Compose a simple melody using simple rhythms choosing from the notes F, G + A or D, E, F, G + A. Perform and Share The performance will include one or more of the following: Improvisations • Instrumental performances • Compositions	Listening and Appraising. Themes: Equality and rights Instruments/voices you can hear. Lyrics- Do the words tell a story. Using glocks and/or recorders Play and copy back using 2 notes – C + D. Singing in unison. Play instrumental parts with the song by ear and/or from notation using the easy or medium part. Using up to 3 notes – C, D + E. Improvise using up to 3 notes – C, D + E. Compose a simple melody using simple rhythms choosing from the notes C, D + E or C, D, E, G + A (the pentatonic scale). Perform and Share The performance will include one or more of the following: Improvisations • Instrumental performances • Compositions	Consolidate: Listen and Appraise Classical music Continue to embed the foundations of the interrelated dimensions of music using voices and instruments Singing Play instruments within the song Improvisation using voices and instruments Composition Share and perform the learning that has taken place

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Year 5	Livin' On A Prayer SMSC S I P C LA Style: Rock Unit theme: Rock Anthems	Classroom Jazz 1 SMSC I P LA Style: Bossa Nova and Swing Unit theme: Jazz and improvisation.	Make You Feel My Love SMSC S I P C LA Style: Pop Ballads Unit theme: Pop Ballads	Fresh Prince of Bel-Air SMSC S I P C LA Style: Old-school Hip Hop Unit theme: Old-school Hip Hop	Dancing In The Street Style: Motown Unit theme: Motown	Reflect, Rewind and Replay SMSC S I P C LA Style: Classical Unit theme: The history of music, look back and consolidate your learning, learn some of the language of music.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Listening and Appraising: Structure: Intro, verse 1, bridge, chorus, intro, verse 2, bridge, chorus, guitar solo, bridge, chorus. Instruments/voices you can hear. Find the pulse as you are listening. – (tempo fast, slow or inbetween, dynamics, texture) Using glocks and/or recorders Play and copy back using up to 3 notes – G, A + B. Singing in unison. Play instrumental parts with the song by ear and/or from notation using the easy or medium part. Using G, A + B or D, E, F# + G Improvise using up to 3 notes – G, A + B. Compose a simple melody using simple rhythms choosing from the notes G, A + B or G, A, B, D + E (Pentatonic Scale) Perform and Share The performance will include one or more of the following: Improvisations • Instrumental performances • Compositions	Listen & Appraise: The Three Note Bossa & Five Note Swing Structure (Three note Bossa): Intro tune, lead tune, lead repeated, improvisation, lead repeated. Structure (Five note Swing): 8-bar intro, the same 8 bar tune repeated, middle 8, head, head repeated. Instruments/voices you can hear. Using glocks and/or recorders Play instrumental parts with the music by ear using the notes G, A + B and D, E, G, A + B. Improvise in a Bossa Nova style using the notes G, A + B. Improvise in a swing style using the notes D, E, G, A + B Perform and Share The performance will include one or more of the following: Improvisations • Instrumental performances	Listen & Appraise: Make You Feel My Love (Pop) Structure: Piano intro, verse 1, verse 2, chorus, verse 3, interlude, chorus, verse 4 with tag ending. Instruments/voices you can hear Find the pulse as you are listening. – (tempo fast, slow or inbetween, dynamics, texture) Using glocks and/or recorders Play and copy back using up to 3 notes – C, D + E. Singing in unison. Play instrumental parts with the song by ear and/or from notation using the easy or medium part. You will be using up to 3 notes – C, D + E. Improvise using up to 3 notes – C, D + E. Compose a simple melody using simple rhythms choosing from the notes C, D + E or C, D, E, F + G. Perform and Share The performance will include one or more of the following: Improvisations • Instrumental performances • Compositions	Listen & Appraise: The Fresh Prince of Bel-Air (Hip Hop) Structure: Piano intro, verse 1, verse 2, chorus, verse 3, interlude, chorus, verse 4 with tag ending Instruments/sounds you can hear Find the pulse as you are listening. – (tempo fast, slow or inbetween, dynamics, texture) Using glocks and/or recorders Play and copy back using up to 3 notes – D, E + F. Singing/rapping in unison. Play instrumental parts with the song by ear and/or from notation using the easy or medium part. Using up to 3 notes – D, G + A. Improvise using up to 3 notes – D, E + F. Compose a simple melody using simple rhythms choosing from the notes D, E + F or D, E, F, G + A Perform and Share The performance will include one or more of the following: Improvisations • Instrumental performances • Compositions	Listen & Appraise: Dancing in The Street (Motown) Structure: Intro, verse 1, chorus, bridge, verse 2, chorus, bridge, verse 3. Instruments/voices you can hear: Find the pulse as you are listening. – (tempo fast, slow or inbetween, dynamics, texture) Using glocks and/or recorders Play and copy back using up to 3 notes – F, G + A. Singing in unison. And with backing vocals Play instrumental parts with the song by ear and/or from notation using the easy or medium part. Using up to 2 notes – F + G (complex rhythms). Improvise using up to 3 notes – D, E + F. Compose a simple melody using simple rhythms choosing from the notes C, D, E, F + G. Perform and Share The performance will include one or more of the following: Improvisations • Instrumental performances • Compositions	Consolidate: Listen and Appraise Classical music Continue to embed the foundations of the interrelated dimensions of music using voices and instruments Singing Play instruments within the song Improvisation using voices and instruments Composition Share and perform the learning that has taken place

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Year 6	Happy SMSC S I P C LA Style: Pop/Neo Soul Unit theme: Being happy!	Classroom Jazz 2 SMSC I P LA Style: Bacharach and Blues Unit theme: Jazz, improvisation and composition	Benjamin Britten- A New Year Carol SMSC S P LA Style: Classical or Urban Gospel. Unit theme: Benjamin Britten's music and cover versions.	You've Got A Friend SMSC S I P C LA Style: 70s Ballad/ Pop Unit theme: The music of Carol King.	Music and Me SMSC S I P C LA Style: Cotemporary, music and identity. Unit theme: Create your own music inspired by your identity and women in the music industry	Reflect, Rewind and Replay SMSC S I P C LA Style: Classical Unit theme: The history of music, look back and consolidate your learning, learn some of the language of music.
	Listen & Appraise: Happy (Pop/Neo Soul) What style indicators can you hear? Describe the structure? What instruments/voices can you hear? Describe the musical dimensions? Using glocks and/or recorders Play and copy back using up to 3 notes – A, G + B. challenge. Singing in 2 parts. Play instrumental parts with the song by ear and/or from notation using the easy or medium part. Using up to 3 notes – A, G + B. Improvise using up to 3 notes – A, G + B. Compose a simple melody using simple rhythms choosing from the notes A, G + B or C, E, G, A + B. Perform and share The performance will include one or more of the following: Improvisations • Instrumental performances • Compositions	Listen & Appraise: Bacharach Anorak and Meet The Blues What style indicators can you hear? Describe the structure? What instruments/voices can you hear? Describe the musical dimensions? Using glocks and/or recorders Play instrumental parts with the music by ear using the notes C, D, E, F, G, A, B + C. And C, Bb, G, F + C (Meet The Blues). Improvise in Bacharach Anorak using the notes C, D, E, F, G, A, B + C. Improvise in a Blues style using the notes C, Bb, G, F + C. Perform and share The performance will include one or more of the following: Improvisations • Instrumental performances • Compositions	Listen & Appraise: A New Year Carol (The music of Benjamin Britten) What style indicators can you hear? Describe the structure? What instruments/voices can you hear? Describe the musical dimensions? Mood and story told? Using glocks and/or recorders pulse, rhythm and pitch games: • Learn to clap some of the the rhythms used in the song • Learn some musical phrases that you will sing in the song Singing in unison. Sing the song in its original style and the Urban Gospel version. Perform and share	Listen & Appraise: You've Got A Friend (The music of Carole King) What style indicators can you hear? Describe the structure? What instruments/voices can you hear? Describe the musical dimensions? Using glocks and/or recorders. Play and copy back using up to 3 notes – A, G + E. Singing in unison. Play instrumental parts with the song by ear and/or from notation using the easy or medium part. You will be using up to 4 notes – B, A + G and C, D, E + F. Improvise using up to 3 notes – A, G + E. Compose a simple melody using simple rhythms choosing from the notes E, G + A or E, G, A, C + D. Perform and share The performance will include one or more of the following: Improvisations • Instrumental performances • Compositions	Listen & Appraise music from four different inspirational female artists As you listen to each of the featured artists, think about: What could you hear? Did you recognise any instrumental sounds or voices? Did you like the music? Why? Or why not? Did anything stand out to you about any of the pieces you listened to? About the artists -Key words and phrases that will tell about their identity and how they express it through their music. Questions to think about in this unit: How do they each go about creating music? How has creating music helped them to build their confidence? How do you know that making music and performing makes them happy? What do they say about themselves through their music? Create	Consolidate: Listen and Appraise Classical music Continue to embed the foundations of the interrelated dimensions of music using voices and instruments Singing Play instruments within the song Improvise using voices and instruments Composition Share and perform the learning that has taken place

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
					Create a piece 'Music and Me' ('Identity') as the theme. • Which 'beat' did you use? • Music Explorer • An instrument • Write a rap • Write lyrics for a song • Use 'Quickbeats' • A combination of the above Perform, Share and Present	

