

# Music: Foundation Stage 1

- Listen with increased attention to sounds.
  - Remember and sing entire songs.
- Sing the pitch of a tone sung by another person ('pitch match').
- Sing the melodic shape (moving melody, such as up and down, down and up) of familiar songs.
  - Create their own songs, or improvise a song around one they know.
- Play instruments with increasing control to express their feelings and ideas.

- Listen with increasing attention to different sounds.
  - Play sound matching games.
    - Listen to music.
- Beginning talk about the music that I have heard.
  - Play instruments with increasing control.
- Express my feelings through playing instruments.
  - Enjoy moving to music.
- Join in with Nursery Rhymes and familiar songs.
  - Developing a repertoire of songs.
    - Sing using a singing voice.
- Beginning to match the pitch and melody of familiar songs.
  - Create my own songs.
  - Develop my own versions of familiar songs.
    - Beginning to perform songs to others.

	Listen and Respond	Explore and Create (Musical Activities)	Singing
<b>Autumn Term</b>	<p><b>Foundations for Phonics - Environmental Sounds</b></p> <p>I can listen with increasing attention to different sounds.</p> <p>I can listen to rhymes or songs.</p> <p>I can listen to music.</p>	<p><b>Physical - Dance</b></p> <p>I enjoy moving to music.</p> <p>I can move and dance to music.</p>	<p><b>Daily Singing Sessions</b></p> <p>I can explore my voice and I enjoy making sounds.</p> <p>I can join in with songs and rhymes, making some sounds.</p> <p>I can join in with Nursery Rhymes and familiar songs.</p> <p>I am learning songs related to the seasons - Autumn and Christmas songs.</p>
<b>Spring Term</b>	<p><b>Foundations for Phonics - Instrumental / Body Sounds</b></p> <p>I can listen with increasing attention to different sounds.</p> <p>I can play sound matching games.</p>	<p><b>Foundations for Phonics - Instrumental Sounds</b></p> <p>I can explore a range of sound- makers and instruments and play them in different ways.</p> <p>I can play instruments with increasing control.</p> <p>I can express my feelings through playing instruments.</p> <p><b>Physical - Dance</b></p> <p>I enjoy moving to music.</p> <p>I can move and dance to music.</p>	<p><b>Daily Singing Sessions</b></p> <p>I can join in with Nursery Rhymes and familiar songs.</p> <p>I am developing a repertoire of songs.</p> <p>I am learning songs related to the seasons - Easter songs.</p>

<p><b>Summer Term</b></p>	<p>I am beginning to match the pitch and melody of familiar songs.  I am beginning to sing in a singing voice.  I am beginning to talk about the music that I have heard.</p>	<p><b>Foundations for Phonics - Rhythm and Rhyme</b>  I can make rhythmical and repetitive sounds.  I can create my own songs.  <b>Physical - Dance</b>  I enjoy moving to music.  I can move and dance to music.</p>	<p><b>Daily Singing Sessions</b>  I am developing a repertoire of songs.  I can develop my own versions of familiar songs.  I am beginning to perform songs to others.  I am learning songs related to the seasons - Summer /  Assembly songs.</p>
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## Music: Foundation Stage 2

- Sing a range of well-known nursery rhymes and songs.
- Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

- Listen attentively, move to and talk about music, expressing their feelings and responses.
  - Watch and talk about dance and performance art, expressing their feelings and responses.
  - Sing in a group or on their own, increasingly matching the pitch and following the melody
- Explore and engage in music making and dance, performing solo or in groups.

- Listen to music.
- Sing a range of well-known nursery rhymes and songs.
  - Talk about music.
- Express my feelings and responses within music.
  - Sing in a group,
  - Sing on my own.
  - Understand pitch.
  - Understand melody.
- Match the pitch and follow the melody.
  - Explore and engage in music making.
  - Dance performing solo or in groups.
- Perform songs, rhymes, poems and stories with others.
- Appropriate I can try to move in time to the music.

**Listen and Respond**

**Explore and Create  
(Musical Activities)**

**Singing**

**Share and Perform**

### Me! Reception Unit 1

### My Stories Reception Unit 2

#### Greater Depth

**Autumn**

- Enjoy listening to music and respond through dancing or other movement
- Recognise and name some of the characters and stories in the songs
- Other children will find the pulse naturally
- Invent imaginary characters through movement or dancing

- Find the pulse in different ways and show this through actions e.g marching, jumping, moving like a character from the song
- Enjoy thinking up and sharing own ideas for actions.
- Copy back the rhythm of their name
- Clap the name of a friend for others to copy

- Learn to sing the song in unison with support
- Add actions or substitute and word in some sections
- Enjoy singing a song from memory

- Choose one of the songs and perform in unison with support
- Enjoy the challenge of performing with just a backing track.

		<ul style="list-style-type: none"> <li>• Copy sounds they can hear to distinguish high-pitch sounds from low pitch sounds</li> <li>• Enjoy finding and moving the pitch of their voices</li> <li>• Copy back rhythm from words of the song</li> <li>• Clap some of the words from a song for others to copy</li> <li>• Copy phrases from songs to discuss high pitched sounds from low pitched sounds</li> <li>• Enjoy finding and moving the pitch of their voices within songs</li> <li>• Play pitched note or sound in time with the pulse using instruments</li> <li>• Enjoy finding a pattern on the instrument</li> </ul>		
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<b>Everyone! Reception Unit 3</b> <b>Our World Reception Unit 4</b> <i>Greater Depth</i>				
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<b>Spring</b>	<b>Everyone! Reception Unit 3</b> <b>Our World Reception Unit 4</b> <i>Greater Depth</i>			
	<ul style="list-style-type: none"> <li>• Listen to the music and responding to music through dancing or other movement</li> <li>• Listen to the music and responding to different speeds through dancing or other movement</li> <li>• Others will find the pulse naturally</li> </ul>	<ul style="list-style-type: none"> <li>• Find the pulse in different ways and show this through actions eg marching, jumping and moving</li> <li>• Create and share their own ideas for actions</li> <li>• Copy back the rhythms or phrases in the songs</li> <li>• Choose one phrase from the song and have a go at clapping the rhythm</li> <li>• Copy sounds they can hear to distinguish high pitched sounds from low pitched sounds</li> <li>• Explore the pitch of their voices</li> <li>• Play a 1-note pattern in time with the pulse</li> <li>• Invent a 2-note repeated pattern</li> </ul>	<ul style="list-style-type: none"> <li>• Learn to sing or rap the songs in unison with support.</li> <li>• Add actions or substitute a word in some sections</li> <li>• Enjoy singing or rapping a song from memory</li> <li>• Add appropriate actions or substitute a word in some sections.</li> </ul>	<ul style="list-style-type: none"> <li>• Choose one of the songs or the rap and perform it with any actions you have created.</li> <li>• Listen back to the performance</li> <li>• Perform with just a backing track</li> <li>• Perform with a backing track and add actions to the songs.</li> </ul>

## Big Bear Funk

### Reflect, Rewind and Replay (See the Planning document scheme on Charanga)

#### Greater Depth

Summer

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|---|---|---|---|
| <ul style="list-style-type: none"><li>• Listen and dance to funk music</li><li>• To talk about funk music</li></ul> | <ul style="list-style-type: none"><li>• Find the pulse in different ways and show this through actions eg funky monkey funky chicken and funky bear</li><li>• Create and share their own ideas for actions</li><li>• Copy back the rhythm of words from the video</li><li>• Clap the rhythm of words from the song</li><li>• Clap a whole line of a song</li><li>• Play the pulse with a pitched note or untuned percussion instrument</li><li>• Add one pitched sound to the rhythm of words and short phrases from the song</li><li>• Play and experiment with 2 note and or 3 note patterns.</li></ul> | <ul style="list-style-type: none"><li>• Learn to sing the songs in unison with support</li><li>• Add actions or substitute a word in some sections</li><li>• Enjoy singing a song from memory</li></ul> | <ul style="list-style-type: none"><li>• Choose one of the songs and perform it with any actions you have created</li><li>• Listen back to the performance</li><li>• Perform with just a backing track and add actions to the songs.</li></ul> |
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# Music: Key Stage 1

## Year 1

Use their voices expressively and creatively by singing songs and speaking chants and rhymes

Play tuned and untuned instruments musically

Listen with concentration and understanding to a range of high-quality live and recorded music

Experiment with, create, select and combine sounds using the inter-related dimensions of music.

### Hey You! Year 1 Unit 1

### Rhythm In The Way We Walk & Banana Rap Year 1 Unit 2

#### Greater Depth

Listen and Appraise		Games	Singing	Playing	Improvisation	Composition	Performance	Music Styles
Autumn	<p>Find the pulse as they are listening to the main Unit song and understand that it is a heartbeat of the music</p> <p>Recognise and name <b>two</b> or more instruments they hear: Male, Vocal, Bass, Guitar, Drums, Decks, Keyboard, Percussion, Trumpets and Saxophones</p> <p>Other children will find the pulse to any other unit songs</p>	<p>March in time with the pulse</p> <p>Be an animal finding the pulse</p> <p>Copy back the rhythms they hear</p> <p>Clap the rhythm of their own name over the track</p> <p>Create their own rhythm for others to copy</p> <p>Clap the rhythm to their favourite colour</p> <p>Make up on rhythm.</p>	<p>Rap and sing in time to the music</p> <p>Lead the groups that are rapping and singing</p> <p>Start to understand that pitch is high and low sounds</p>	<p>Play accurately and in time as part of the performance</p> <p>Most will play C</p> <p>Some will play C+ G</p>	<p>Improvise within the lessons and as part of a performance</p> <p>Most will use C</p> <p>Some will play C+ G</p>	<p>Compose a simple melody using simple rhythms and use as part of the performance</p> <p>Most will use C+D</p> <p>Some will play C,D +E</p>	<p>Look back at the recorded performance of the class.</p> <p>What did the children like best?</p> <p>How did they feel about it?</p> <p>How did they feel during the performance?</p>	<p>Old School Hip Hop</p> <p>Reggae</p>

Spring

In The Groove Year 1 Unit 3  
Round and Round Year 1 Unit 4  
Greater Depth

Find the pulse as they are listening to the main Unit song and understand that it is the heartbeat of the music  
*Others will find the pulse to any other unit songs*  
Identify five different musical styles: Blues, Baroque, Latin, Irish Folk and Funk  
Dance to each style or move to the pulse.  
  
Recognise and name two *or more* instruments they hear: Singers, Keyboard, bass, guitar, percussion, trumpets, saxophones.

March to the pulse.  
Copy the actions on-screen  
Choose an animal and keep the pulse  
Copy back rhythms that they hear  
Clap the rhythm or their name  
Clap the rhythm of their favourite food  
*Make up their own rhythms*

Sing together and in time, in all the different styles.  
  
Sing the song together and with actions

Play accurately and in time as part of the performance  
Most will play C  
*Some will play C + D*  
  
Most will play D, F, C + D

Improvise in the lessons and as part of the performance.  
Most will use C  
*Some will play C+D*  
  
Most will use D  
*Some will use D +E*

Compose a simple melody using simple rhythms and use part of the performance  
Most will use C+ D  
*Some will use C, D + E*

Look back at the recorded performance of the class.  
What did the children like best?  
How did they feel about it?  
How did they feel during the performance?

Blues, Latin, Folk, Funk, Baroque, Bhangra, Latin Bossa Nova, Film Music, Big Band Jazz, Mash-up, Latin Fusion.

Summer

## Your Imagination Year 1 Unit 5

Reflect, Rewind and Replay (See the Planning document scheme on Charanga)

Use the Music Passport from Year 1 to Year 2

Find the pulse as they are listening to the main Unit Song and understand that it is the heartbeat of the music  
Others will find the pulse in any other unit song  
Recognise and name two or more instruments they hear: Keyboard, drums, bass, a female singer.

Be a pop star finding the pulse  
Use their imagination to find the pulse  
Copy and clap back rhythms  
Clap the rhythm of their name  
Clap the rhythm of their favourite animal  
Clap the rhythm of their favourite colour  
*Make up their own rhythms*

Sing in unison and in two parts

Play instruments accurately and in time as part of the performance  
Most will play C  
*Some will play C+ D*

Film, Pop, Musicals, Western Classical Music and your choice from Year 1



# Music: Key Stage 1

## Year 2

Use their voices expressively and creatively by singing songs and speaking chants and rhymes

Play tuned and untuned instruments musically

Listen with concentration and understanding to a range of high-quality live and recorded music

Experiment with, create, select and combine sounds using the inter-related dimensions of music.

### Hands, Feet, Heart- Year 2, Unit 1

### Ho, Ho, Ho- Year 2, Unit 2

#### Greater Depth

Listen and Appraise		Games	Singing	Playing	Improvisation	Composition	Performance	Music Styles
Autumn	<p>Find the pulse as they are listening to the main Unit song and understand that it is the heartbeat of the music.</p> <p>Others will find the pulse to any other unit songs.</p> <p>Recognise and name two or more instruments they hear: Keyboard, bass, drums, electric guitars, saxophone, trumpet and vocals.</p> <p>Recognise all or many of the instruments they can hear.</p> <p>Understand that songs have a musical style. This</p>	<p>March in time with the pulse.</p> <p>Be an animal finding the pulse</p> <p>Clap rhythms (long + short sounds whilst marching to the pulse)</p> <p>Know that rhythm is different to the pulse.</p> <p>Copy and clap back rhythms.</p> <p>Clap the rhythm of their name.</p> <p>Create simple rhythms themselves.</p> <p>Be a rapper and find the pulse.</p> <p>Freestyle finding the pulse</p> <p>Clap the rhythm of your favourite colour.</p>	<p>Recognise that songs sometimes have a question and answer section and a chorus.</p> <p>Sing and rap together and in time.</p>	<p>Play accurately and in time</p> <p>Expected to play: G, A + C.</p> <p>Greater depth: play G, A, B + C.</p> <p>High and low sounds we add to the pulse and rhythm when we sing/play an instrument</p>	<p>In the lessons and the performance.</p> <p>Most will use C.</p> <p>Some will play C + D.</p> <p>Improvise using words.</p>	<p>A simple melody using simple rhythms, and use as part of the performance.</p> <p>Most will use C + D.</p> <p>Some will use C, D + E or C, D, E, F + G.</p>	<p>Look back at the recorded performance with the class. What did the children like best? How did they feel about it. How did they feel during the performance?</p>	<p>South African Styles</p> <p>Christmas, Big Band, Motown, Elvis, Freedom Songs</p>

	song has a rap in it - spoken word.	Create their own rhythms for the class to copy back						
Spring	<p style="text-align: center;"><b>I Wanna Play in a Band Year 2, Unit 3</b>  <b>Zoo Time Year 2, Unit 4</b>  <i>Greater Depth</i></p>							
	<p>Find the pulse and know that this Unit is about Reggae music.</p> <p><i>Others will understand that songs have a musical style.</i></p> <p>Recognise and name some of the instruments they hear: Keyboard, drums, bass, electric guitar, singers.</p> <p><i>Others will recognise all or many of the instruments they can hear.</i></p>	<p>Be a rockstar finding the pulse. ●</p> <p><i>Freestyle finding the pulse.</i></p> <p>Be an animal of your choice.</p> <p>Clap rhythms (long + short sounds)</p> <p>Copy and clap back rhythms.</p> <p>Clap the rhythm of their name.</p> <p>Clap the rhythm of their favourite colour.</p> <p><i>Create their own rhythms for the class to copy back.</i></p> <p>Pitch: High and low sounds we add to the pulse and rhythm when we sing/play an instrument.</p>	<p>Sing and dance together, in time and using actions</p>	<p>Play accurately and in time.</p> <p>Most will play D + C.</p> <p><i>Some will play G, F + C.</i></p> <p>Play accurately and in time.</p> <p>Some will use C.</p> <p><i>Most will use C + D.</i></p>	<p>In the lessons and the performance.</p> <p>Most will use F.</p> <p><i>Some will use F + G.</i></p> <p>In the lessons and the performance.</p> <p>Some will use C.</p> <p><i>Most will use C + D.</i></p>	<p>A simple melody using simple rhythms, and use as part of the performance.</p> <p><i>Most will use F, G + A.</i></p> <p>A simple melody using simple rhythms, and use as part of the performance.</p> <p>Most will use C + D.</p> <p><i>Some will use C, D + E.</i></p>	<p>Look back at the recorded performance with the class. What did the children like best? How did they feel about it. How did they feel during the performance?</p>	<p>Rock Reggae</p>

Summer	<p style="text-align: center;"><b>Friendship Song Year 2, Unit 5</b>  <b>Reflect, Rewind and Replay (See the Planning document scheme on Charanga)</b>  <b>Use the Music Passport from Year 2 to Year 3</b>  <i>Greater Depth</i></p>							
	<p>Find the pulse and know that this Unit is about being friends.  <i>Others will understand that songs have a musical style.</i>            Recognise and name some of the instruments they hear: Keyboard, drums, bass, a female singer, a glockenspiel.  <i>Others will recognise all or many of the instruments they can hear.</i></p>	<p>Decide how to find the pulse.            Clap rhythms (long + short sounds)            Clap the rhythm of their name.            Clap the rhythm of their favourite colour.  <i>Create their own rhythms for the class to copy back.</i></p>	<p>Sing: In two parts.</p>	<p>Play instrumental parts            Play accurately and in time.            Most play E + G.  <i>Some will play C.</i></p>	<p>Improvise            In the lessons and as part of the performance.            Most will use C.  <i>Some will use C + D</i></p>	<p>A simple melody using simple rhythms, and use as part of the performance.            Most will use E + G.  <i>Some will use E, G A + B.</i></p>	<p>Look back at the recorded performance with the class. What did the children like best? How did they feel about it. How did they feel during the performance?</p>	<p>Pop, Soul, Film, Musicals            Western Classical Music and your choice from Year 2</p>