Sequence of Learning Music

Early Years

The EYFS framework is structured very differently to the national curriculum as it is organised across seven areas of learning rather than subject areas. The skills taught across the EYFS will feed into national curriculum subjects, such as Music. The statements below are from the 2020 Development Matters, Expressive Arts and Design.

Three and Four Year Olds	Expressive Arts and Design	• Listen with increased attention to sounds. • Respond to what they have heard, expressing their thoughts and feelings. • 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.
Reception	Expressive Arts and Design	• 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.
End of Reception ELG	Expressive Arts and Design	Being Imaginative and Expressive ELG Children at the expected level of development will: - • Invent, adapt and recount narratives and stories with peers and their teacher; • 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.

Purpose of Study *(From National Curriculum 2014)*
Key stage 1 Pupils should be taught to:

- 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

The Power of Music *(from Model Music Curriculum 2021)*
Music is all around us. It is the soundtrack to our lives. Music connects us through people and places in our ever-changing world. It is creative, collaborative, celebratory and challenging. In our schools, music can bring communities together through the shared endeavour of whole-school singing, ensemble playing, experimenting with the creative process and, through the love of listening to friends and fellow pupils, performing. The sheer joy of music making can feed the soul of a school community, enriching each student while strengthening the shared bonds of support and trust which make a great school.

Aims

The national curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations

Attainment targets

By the end of each key stage, pupils are expected to know, apply and understand the matters, skills and processes specified in the relevant programme of study.

Subject content

Key stage 1 Pupils should be taught to:

- 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.

Impact

We want children to leave Church Gresley Infant and Nursery, having received a high-quality music education that has engaged and inspired them to listen to and appreciate a wide variety of music; to make judgements about musical quality; to become talented musicians and increase their self-confidence, creativity and sense of achievement through the different performance opportunities offered to them.

Our Curriculum

At Church Gresley Infant and Nursery School, we use the Charanga Musical School Scheme which provides teachers with week-by-week lesson support for each year group in the school. Charanga enables teachers to use a progressive and interrelated learning spiral which allows children to re-visit established musical skills and concepts to further their understanding of music.
Each Unit of Work comprises the of strands of musical learning which correspond with the national curriculum for music:

1. **Listening and Appraising**
2. **Musical Activities**
   a. Warm-up Games
   b. Optional Flexible Games
   c. Singing
   d. Playing instruments
   e. Improvisation
   f. Composition
3. **Performing**

Skills Map

Musical teaching and learning is not neat or linear. The strands of musical learning, presented within the lesson plans and the on-screen resources, are part of the learning spiral. Over time, children can both develop new musical skills and concepts, and re-visit established musical skills and concepts. Repeating a musical skill doesn't necessarily mean their progress is slowing down or their development is moving backwards! It's just shifting within the spiral. Mastery means both a deeper understanding of musical skills and concepts and learning something new.

Nursery

The skills and suggested activities for Nursery are from the 2020 EYFS Development Matters document. Extra activities and interactive resources can be found on the Charanga scheme.

Nursery		
Listening and Appraising	**Musical activities**	**Performing**
Respond to what they have heard, expressing their thoughts and feelings Listen with increased attention to sounds.	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.	Remember and sing entire songs. Sing the pitch of a tone sung by another person ('pitch match').
Play, share and perform a wide variety of music and songs from different cultures and historical periods. Help children to develop their listening skills through a range of active listening activities. Notice 'how' children listen well, for example: listening whilst painting or drawing, or whilst moving. Play sound-matching games.	Offer children a wide range of different instruments, from a range of cultures. This might also include electronic keyboards and musical apps on tablets. Encourage children to experiment with different ways of playing instruments. Listen carefully to their music making and value it. Suggestion: record children's pieces, play the pieces back to the children and include them in your repertoire of music played in the setting.	When teaching songs to children be aware of your own pitch (high/low). Children's voices are higher than adult voices. When supporting children to develop their singing voice use a limited pitch range. For example, 'Rain rain' uses a smaller pitch (high/low) range than many traditional nursery rhymes. Children's singing voices and their ability to control them is developing. Encourage them to use their 'singing' voice: when asked to sing loudly, children often shout. Sing slowly, so that children clearly hear the words and the melody of the song. Use songs with and without words – children may pitch-match more easily without words. Try using one-syllable sounds such as 'ba'. Clap or tap to the pulse of songs or music and encourage children to do this. Play, share and perform a wide variety of music and songs from different cultures and historical periods.

Reception

The skills Map for Reception includes the objectives from the 2020 EYFS Development Matters document. Within Reception we use Charanga to support our Music lessons, it includes a variety of adult-led and child-initiated activities delivered through planning and play. All the musical learning is focused around nursery rhymes and action songs.

<table>
<tr><th colspan="4">Reception</th></tr>
<tr><td colspan="4">Development Matters 2020</td></tr>
<tr><td colspan="2">Listening and Appraising</td><td>Musical activities</td><td>Performing</td></tr>
<tr><td colspan="2">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.</td><td>Explore and engage in music making and dance, performing solo or in groups.

Sing in a group or on their own, increasingly matching the pitch and following the melody.

Sing a range of well-known nursery rhymes and songs</td><td>Perform songs, rhymes, poems and stories with others, and – when appropriate try to move in time with music.</td></tr>
<tr><td colspan="4">Listening and Appraising</td></tr>
<tr><td colspan="2">Knowledge

To know twenty nursery rhymes off by heart.
To know the stories of some of the nursery rhymes
To Listen and responding to different styles of music</td><td colspan="2">Skills

To learn that music can touch your feelings.
To enjoy moving to music by dancing, marching, being animals or Pop stars</td></tr>
<tr><td></td><td>Autumn</td><td>Spring</td><td>Summer</td></tr>
<tr><td>Listening and Appraising</td><td>To enjoy listening to the music and respond through dancing or other movement.

Recognise and name some of the characters and stories in the songs.

Invent imaginary characters through movement or dancing.</td><td>(as before but also including)

Enjoy listening to the music and responding to different speeds through dancing or other movement.

To find the pulse in music

.</td><td>To enjoy listening and dancing to funk music.

To talk about funk music</td></tr>
<tr><td></td><td colspan="3">Musical Styles Progression</td></tr>
<tr><td></td><td>Autumn</td><td>Spring</td><td>Summer

Funk.</td></tr>
</table>

	Wide variety of musical styles as an introduction. Celebration by Kool And The Gang Happy by Pharell Williams Sing by The Carpenters Sing A Rainbow by Peggie Lee Happy Birthday by Stevie Wonder Our House by Madness Roll Alabama by Bellowhead Boogie Wonderland by Earth Wind And Fire Don't Go Breaking My Heart by Elton John and Kiki Dee Ganesh Is Fresh by MC Yogi Frosty The Snowman sung by Ella Fitzgerald Spiderman sung by Michael Bublé	Wide variety of musical styles as an introduction We Are Family by Sister Sledge Thula Baba by Hlabalela Ensemble ABC by The Jackson 5 My Mum Is Amazing (feat. Zain Bhikha) by Zimtech Productions Conga by Miami Sound Machine Horn Concerto No 4: Third Movement – Rondo by Mozart Lovely Day by Bill Withers Beyond The Sea sung by Robbie Williams Mars from The Planets Suite by Gustav Holst Frog's Legs And Dragon's Teeth by Bellowhead Ain't No Mountain High Enough sung by Marvin Gaye and Tammi Terral Singing In The Rain performed by Gene Kelly	Big Bear Funk by Joanna Mangona I Feel Good by James Brown Don't You Worry 'Bout a Thing sung by Incognito My Promise by Earth Wind And Fire Superstition by Stevie Wonder Pick Up The Pieces by Average White Band Classical. William Tell Overture by Rossini Dance Of The Sugar Plum Fairy by Tchaikovsky Flight Of The Bumblebee by Rimsky-Korsakov Jupiter, The Bringer Of Jollity by Gustav Holst Fantasia On A Theme by Thomas Tallis by Ralph Vaughan Williams E.T. Flying Theme by John Williams
	Musical Activities		
	Knowledge To know that we can move with the pulse of the music. To know that the words of songs can tell stories and paint pictures. To sing or rap nursery rhymes and simple songs from memory. Songs have sections.	**Skills** Music Activities within each unit that embed pulse, rhythm, pitch and patterns. Children listen to and work with the Games To sing along with a pre-recorded song and add actions. To sing along with the backing track	
Musical Activities	**Autumn** **Find the Pulse** Find the pulse as one of the characters from the song.	**Spring** (as before but include) **Find the Pulse** Invent ways to find the pulse.	**Summer** (as before but include) **Find the Pulse** Find a funky pulse.

	Find the pulse in different ways and show this through actions eg marching, jumping. Enjoy thinking up and sharing their own ideas for actions.	Find the pulse and show others your ideas.	Find the pulse in different ways and show this through actions eg funky monkey, funky chicken or funky bear. Enjoy thinking up and sharing their own ideas for actions Revise existing.
	Copycat Rhythm Games Copy back a rhythm from the words of the song. Clap some of the words from the song for others to copy. Copy-clap the rhythm of names. Copy-clap the rhythm of small phrases from the songs.	**Copycat Rhythm Games** Copy-clap some rhythms of phrases from the songs. Choose one phrase from the song and have a go at clapping the rhythm.	**Rhythm Games** Copy back the rhythm of words from the video. Clap the rhythm of words from the song. Clap a whole line of the song. Copy-clap 3 or 4 word phrases from the song. Revise existing
	High and Low Games Copy phrases from the songs to discuss high-pitched sounds from low-pitched sounds. Enjoy finding and moving the pitch of their voices within the songs.	**High and Low Games** Copy sounds they can hear to distinguish high-pitched sounds from low-pitched sounds. Enjoy exploring the pitch of their voices.	**High and Low Games** **Play Together** Play the pulse with a pitched note or untuned percussion instrument.
	Create your own sounds using instruments Play a pitched note or sound in time with the pulse. Enjoy finding a pattern on the instrument.	**Create your own sounds using instruments** Play a 1-note pattern in time with the pulse. Enjoy inventing a 2-note repeated pattern.	**Pitch Activities** Add one pitched sound to the rhythm of words and short phrases from the song. Enjoy playing and experimenting with 2-note or 3-note patterns.
	Composition	**Composition** **(as before but including)**	**Composition**

	Invent a pattern to go with a song using one note. **Singing** Learn to sing the song in unison with support. Add actions or substitute a word in some sections. Enjoy singing a song from memory.	Use the starting note to explore melodic patterns using one or two notes. **Singing** Learn to sing or rap the songs in unison with support. Add actions or substitute a word in some sections. Enjoy singing or rapping a song from memory.	Use the starting note to explore melodic patterns using one or two notes. **Singing** As before
	Singing progression		
	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 I'm A Little Teapot The Grand Old Duke Of York Ring O' Roses Hickory Dickory Dock Not Too Difficult The ABC Song	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 Old Macdonald Incy Wincy Spider Baa Baa Black Sheep Row, Row, Row Your Boat The Wheels On The Bus The Hokey Cokey	Big Bear Funk Baa Baa Black Sheep Twinkle Twinkle Incy Wincy Spider Rock-a-bye Baby Row, Row, Row Your Boat
	Performing		
	Knowledge A performance is sharing music.	**Skills** Perform any of the nursery rhymes by singing and adding actions or dance.	

			Perform any nursery rhymes or songs adding a simple instrumental part. Record the performance to talk about
Performing	**Autumn** Choose one of the songs and perform it with any actions you have created. Enjoy the challenge of performing with just the backing track.	**Spring** Choose one of the songs or the rap and perform it with any actions you have created Listen back to the performance. Enjoy the challenge of performing with just the backing track.	**Summer** **(As before)**
Vocabulary	**Autumn** Pulse, rhythm, pitch, high sounds, low sounds, perform, unison, phrase boogie.	**Spring** (as before but including) tempo, rap, congo, rondo, concerto,	**Summer** (as before but including) Funk

Year 1

Listening and Appraising

Knowledge	Skills
To know 5 songs off by heart. To know what the songs are about. To know and recognise the sound and names of some of the instruments they use.	To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.

	Autumn	Spring	Summer
Listening and Appraising	Find the pulse as they are listening to the song and understand that it is the heartbeat of the music Recognise and name two or more instruments they hear: Male vocal, bass guitar, drums, decks. Identity five different musical styles: Blues, Baroque, Latin, Irish Folk, Funk and name some of them. Dance to each style or move to the pulse – be "In The Groove!"	Find the pulse as they are listening to the song and understand that it is the heartbeat of the music Recognise and name two or more instruments they hear: Singers, keyboard, bass, guitar, percussion, trumpets and saxophones.	(As before but include) Recognise and name two or more instruments they hear: Keyboard, drums, bass, a female singer

Musical Styles Progression

	Autumn	Spring	Summer
	Old-School Hip-Hop Me, Myself And I by De La Soul Fresh Prince Of Bel-Air by Will Smith Rapper's Delight by The Sugarhill Gang U Can't Touch This by MC Hammer It's Like That by Run DMC **Reggae** The Planets, Mars by Gustav Holst (Classical) Tubular Bells by Mike	Blues, Baroque, Latin, Bhangra, Folk, Funk How Blue Can You Get by B.B. King (Blues) Let The Bright Seraphim by Handel (Baroque) Livin' La Vida Loca by Ricky Martin (Latin/Pop) Jai Ho by J.R. Rahman (Bhangra/Bollywood) Lord Of The Dance by Ronan Hardiman (Irish)	Pop Supercalifragilisticexpialid ocious from Mary Poppins Pure Imagination from Willy Wonka & The Chocolate Factory soundtrack Daydream Believer by The Monkees Rainbow Connection from The Muppet Movie A Whole New World from Aladdin Classical

	Oldfield (Pop) The Banana Rap by Jane Sebba (Hip Hop) Happy by Pharrell Williams (Pop) When I'm 64 by The Beatles (Pop)	Diggin' On James Brown by Tower Of Power (Funk) Bossa Nova Livin' La Vida Loca by Ricky Martin (Latin/Pop) Imperial War March by John Williams (Film) It Had Better Be Tonight by Michael Bublé (Latin/Big Band) Why Don't You by Gramophonedzie (Big Band/Dance) Oya Como Va by Santana (Latin/Jazz)	A Song Before Sunrise by Frederick Delius – 20th Century The Firebird by Igor Stravinsky – 20th Century The Bird by Sergei Prokofiev – 20th Century Grand March from Aida by Giuseppe Verdi – Classical Bolero by Maurice Ravel – 20th Century The Lamb by John Tavener – Contemporary

Musical Activities

Knowledge	Skills
Games 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.	Music Activities within each unit that embed pulse, rhythm, pitch and patterns. Children listen to and work with the Games
Singing To confidently sing or rap five songs from memory and sing them in unison.	To sing along with a pre-recorded song and add actions. To sing along with the backing track To Learn about voices, singing notes of different pitches (high and low). To Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm. To Learn to start and stop singing when following a leader.

Playing To learn the names of the notes in their instrumental part from memory or when written down. To learn the names of the instruments they are playing. **Improvisation** To understand improvisation is about making up your own tunes on the spot. ● When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. **Composition** Composing is like writing a story with music.	**To** treat instruments carefully and with respect. To play a tuned instrumental part with the song they perform. To learn to play an instrumental part that matches their musical challenge To listen to and follow musical instructions from a leader. Improvise using the three challenges: 1. Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words). 2. Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. 3. Improvise! – Take it in turns to improvise using one or two notes Help to create a simple melody using one, two or three notes. Learn how the notes of the composition can be written down and changed if necessary.

	Autumn	**Spring**	**Summer**
Musical Activities	**Find the pulse** March in time with the pulse. Be an animal finding the pulse. Find the pulse Copy the actions to the pulse on-screen. Keep the pulse. **Clap rhythms** Copy back the rhythms they hear. Clap the rhythm of their name over the track. Create their own rhythm for others to copy	(As before but also including:) **Find the pulse** To use their imagination to find the pulse **Clap rhythms** Clap the rhythm of their favourite animal. Make up their own rhythms.	(As before but include) **Find the pulse** To be a pop star finding the pulse. **Clap rhythms** Copy and clap back rhythms. Clap the rhythm of their name. Clap the rhythm of their favourite colour.

	Clap the rhythm of their favourite food. **Sing** Rap and sing in time to the music Lead the groups that are rapping and singing Improvise In the lessons and as part of the performance. Sing together and in time, in all the different styles **Compose** A simple melody using simple rhythms, and use as part of the performance **Improvise** In lessons and as part of a performance **Play instrumental parts** Play accurately and in time as part of the performance.	**Sing** Sing the song together with the actions. **Compose** As before **Improvise** As before **Play instrumental parts** As before	**Sing** in unison and in two parts. **Compose** As before **Improvise** As before **Play instrumental parts** As before
Performing			
Knowledge A performance is sharing music with other people, called an audience.		**Skills** Choose a song they have learnt from the Scheme and perform it. They can add their ideas to the performance. Record the performance and say how they were feeling about it	
Vocabulary	Pulse, rhythm, pitch, rap, melody, singers, keyboard, bass, guitar, percussion, trumpets, saxophones, perform Blues, Baroque, Latin, Irish Folk, Funk, compose, improvise, groove.	(As before but include) audience.	**I**magination

Year 2

Listening and Appraising

Knowledge	Skills
To know five songs off by heart. To know some songs have a chorus or a response/answer part. To know that songs have a musical style.	To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. To learn how songs can tell a story or describe an idea.

	Autumn	Spring	Summer
Listening and Appraising	Find the pulse as they are listening to songs and understand that it is the heartbeat of the music. Recognise and name two or more instruments they hear: Keyboard, bass, drums, electric guitars, saxophone, trumpet and vocals. Recognise all or many of the instruments they can hear. Understand that songs have a musical style. This song has a rap in it – spoken word. Recognise and name some of the instruments/voices: Singers, keyboard, bass, guitar, percussion, trumpets and saxophones.	**(As before but including)** Find the pulse and know that this to recognise Rock music. Recognise and name some of the instruments they hear: Keyboard, drums, bass, electric guitar, singers. Find the pulse and to recognise Reggae music	To understand that songs have a musical style. Recognise and name some of the instruments they hear: Keyboard, drums, bass, a female singer, a glockenspiel.

Musical Styles Progression

	Autumn	Spring	Summer
	Afropop, South African The Click Song sung by Miriam Makeba The Lion Sleeps Tonight sung by Soweto Gospel Choir Bring Him Back by Hugh Masekela You Can Call Me Al by Paul Simon Hlokoloza by Arthur Mafokate	**Rock** We Will Rock You by Queen Smoke On The Water by Deep Purple Rockin' All Over The World by Status Quo Johnny B.Goode by Chuck Berry I Saw Her Standing There by The Beatles	**Pop** Count On Me by Bruno Mars We Go Together (from the Grease soundtrack) You Give A Little Love (from Bugsy Malone) That's What Friends Are For by Gladys Knight, Stevie Wonder, Dionne Warwick with Elton John You've Got A Friend In Me by Randy Newman

	A song with rapping and improvising for Christmas Bring Him Back Home (Nelson Mandela) by Hugh Masekela (Freedom Song) Suspicious Minds by Elvis Presley (Pop) Sir Duke by Stevie Wonder (Funk) Fly Me To The Moon by Frank Sinatra (Big Band/Jazz)	**Reggae** Kingston Town by UB40 Shine by ASWAD IGY by Donald Fagen Feel Like Jumping by Marcia Griffiths I Can See Clearly Now by Jimmy Cliff	**Classical** Peer Gynt Suite: Anitras Dance by Edvard Grieg – Romantic Brandenburg Concerto No 1 by Johann Sebastian Bach –Baroque From The Diary Of A Fly by Béla Bartók – 20th Century Fantasia On Greensleeves by Ralph Vaughn Williams – 20th century Dance of The Sugar Plum Fairy by Pytor Tchaikovsky – Romantic The Robots (Die Roboter) by Kraftwerk – Contemporary

Musical Activities

Knowledge	**Skills**
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. Rhythms are different from the steady pulse. We add high and low sounds, pitch, when we sing and play our instruments.	There are progressive Warm-up Games and Challenges within each Unit that embed pulse, rhythm and pitch. Children will complete the following in relation to the main song: Game 1 – Have Fun Finding the Pulse! FInd the pulse. Choose an animal and find the pulse. Game 2 – Rhythm Copy Back Listen to the rhythm and clap back. Copy back short rhythmic phrases based on words, with one and two syllables whilst marching the steady beat. Game 3 – Rhythm Copy Back, Your Turn Create rhythms for others to copy. Game 4 – Pitch Copy Back and Vocal Warm-up 1 Listen and sing back. Use your voices to copy back using ‘la’, whilst marching the steady beat. Game 4a – Pitch Copy Back and Vocal Warm-up 2 Listen and sing back, and some different vocal warm-ups. Use your voices to copy back using ‘la’.

Singing To confidently know and sing five songs from memory. To know that unison is everyone singing at the same time. Songs include other ways of using the voice e.g. rapping (spoken word). To know why we need to warm up our voices	Learn about voices singing notes of different pitches (high and low). Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm). Learn to find a comfortable singing position. Learn to start and stop singing when following a leader.
Playing Learn the names of the notes in their instrumental part from memory or when written down. Know the names of untuned percussion instruments played in class.	Treat instruments carefully and with respect. Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part). Play the part in time with the steady pulse. Listen to and follow musical instructions from a leader.
Improvisation Improvisation is making up your own tunes on the spot. When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. Everyone can improvise, and you can use one or two notes.	Use the improvisation tracks provided. Improvise using the three challenges: 1. Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words). 2. Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. 3. Improvise! – Take it in turns to improvise using one or two notes.
Composition Composing is like writing a story with music. Everyone can compose.	Help create three simple melodies with the Units using one, three or five different notes. Learn how the notes of the composition can be written down and changed if necessary.

	Autumn	Spring	Summer
Musical Activities	**Find the pulse (a steady heartbeat)** March in time with the pulse. Be an animal finding the pulse. March and find the pulse. Be a rapper and find the pulse. Freestyle finding the pulse. **Clap rhythms (long + short sounds whilst marching to the pulse)** Know that rhythm is different to the pulse. Copy and clap back rhythms. Clap the rhythm of their name. Create simple rhythms themselves. Clap the rhythm of your name. Clap the rhythm of your favourite colour. Create their own rhythms for the class to copy back. **Pitch** High and low sounds we add to the pulse and rhythm when we sing/play an instrument. **Singing in groups** Recognise that songs sometimes have a question and answer section and a chorus **Play instrumental parts** Play accurately and in time **Improvise** In the lessons and the performance.	(As before but also including:) **Find the pulse (a steady heartbeat)** March and find the pulse. Be a rockstar finding the pulse. Be an animal of your choice **Clap rhythms (long + short sounds whilst marching to the pulse)** **Pitch** High and low sounds we add to the pulse and rhythm when we sing/play an instrument. **Sing** Sing and dance together, in time and using actions **Play instrumental parts** **Improvise**	(As before but include) **Find the pulse** Decide how to find the pulse. **Clap rhythms** Copy and clap back rhythms. Clap the rhythm of their name. Clap the rhythm of their favourite colour. **Sing** Sing in two parts

	Compose A simple melody using simple rhythms, and use as part of the performance.	**Compose**	**Compose** As before **Improvise** As before **Play instrumental parts** As before
Performing			
Knowledge A performance is sharing music with an audience. A performance can be a special occasion and involve a class, a year group or a whole school. An audience can include your parents and friends.		**Skills** Help create three simple melodies with the Units using one, three or five different notes. Learn how the notes of the composition can be written down and changed if necessary	
Vocabulary	Keyboard, drums, bass, electric guitars, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, perform, audience, question and answer, melody, dynamics, tempo. guitar, percussion, trumpets, rap,	(As before but include) Rock. Reggae	glockenspiel.

Music in Key Stage 2

What will our children go on to learn at Pennine Way?

The Music curriculum in Year 3 has been devised to ensure that each child will be given the opportunity to continue to engage actively with, and develop their understanding of music-making in small and large groups through Performing, composing, listening and appraising in line with Model Music Curriculum.

Music Scheme of Work

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	**What is Rhythm?** Exploring rhythmic and musical vocabulary	**Singing and Performing for Christmas** *Singing and Performance Skills*	**The Anthology of Fantastic Zoology** *Exploring descriptive sounds*		**The Sea** *Exploring descriptive sounds*	**Recorder Time 1** *Developing instrumental skills*
	Flexi Unit: Musical Traditions and Popular Music: *Listening and appraising music*					