

Year 1		Hey you! Rhythm in the way we walk and the Banana Rap		In the Groove	Round and Round	Your imagination	Reflect, Rewind and Replay
	Style	Old – school Hip-Hop	Reggae	Blues, Baroque, Latin, Bhangra, Folk, Funk	Bossa Nova	Pop	Clasical
	These skills will develop across the year.	Listen and appraise: Finding the pulse (heartbeat of the music), find and clap rhythms, recognise and name instruments, Listen and sing back, talk about music and how it makes us feel, discuss simple dimensions of music (pulse, rhythm, pitch and perhaps tempo and dynamics). Singing: Learn about high and low pitch, learn the different ways to use your voice, learn to follow a leader when singing. Playing: Treat instruments carefully and with respect, Play a tuned instrument with the song they perform, listen to and follow musical instructions from a leader. Improvisation: clap, sing, play and improvise – listen and play/sing back, Improvise using one or two notes. Composition: Create a simple melody using 12 or three notes, learn how the notes can be written down and changed if necessary. Performance: Perform a song they have learnt, add own ideas to the performance, record the performance and see how they feel about it.					
	Unit specific focus	How pulse, Rhythm and pitch work together.	Pulse, rhythm and pitch. Rapping, dancing and singing.	Playing and singing in different styles and learning about those styles.	Pulse, rhythm and pitch in different styles of music.	Create own lyrics	The history of music. Look back and consolidate learning. Learn some language of music.
Year 2	Compose (1, 3 or 5 notes)	C C,D,E C,D,E,F &G		C C,D,E C,D,E,F &G		C C,D,E C,D,E,F &G	Revise previous notes
		Hands, feet and heart	Ho, Ho, Ho	I wanna play in a band!	Zootime	Friendship song	Reflect, Rewind and Replay
	These skills will develop across the year.	Listen and appraise: <i>Embed</i> finding the pulse (heartbeat of the music), find and clap rhythms, recognise and name instruments, Listen and sing back, talk about music and how it makes us feel, discuss simple dimensions of music (pulse, rhythm, pitch and perhaps tempo and dynamics), <i>use some musical language in discussion,</i> Singing: Learn about high and low pitch, learn the different ways to use your voice, learn to follow a leader when singing. Playing: <i>Embed</i> how to treat instruments carefully and with respect, Play a tuned instrument with the song they perform, listen to and follow musical instructions from a leader, <i>join in with confidence, respond to musical cues for starting and stopping.</i> Improvisation: clap, sing, play and improvise – listen and play/sing back, Improvise using one or two notes, Composition: <i>Continue</i> to create a simple melody using 1,2, 3 or 5 notes, learn how the notes can be written down and changed if necessary, <i>record compositions in anyway appropriate, notate music in different ways (graphics/ICT), begin to identify the awareness of a link between shape and pitch using graphic notation.</i> Performance: Perform a song they have learnt, add own ideas to the performance, record the performance and see how they feel about it					
	Style	Afropop, South African	A song with rapping and improvising for Christmas	Rock	Reggae	Pop	Classical
	Unit specific focus	Music from South Africa, Freedom songs	Winter time, festivals and Christmas time. Creating a performance using music and dance	Music and movement	Song structure	Mixed styles	The history of music. Look back and consolidate learning. Learn some language of music.
	Compose (1, 3 or 5 notes)	Key: G One note: G Easy part : G,A,C Medium part: GABC Melody: EFGABC	Key: G One note: G Easy part: G,A,B Medium part: G, A ,B Melody: n/a	Key: D One note: F Easy part: D, C Medium part: G F C Melody: C D F	Key: C One note: C Easy part: C D Medium part: C D Melody: C D	Key: C One note: C Easy part: E G Medium part: E G A B Melody: C D E F G A B	Revise previous notes