

Year	Aut 1 Elements of Music SING-UP	Aut 2 Christmas performances Boomy Tunes - YouTube Recorder Songs - The Best of Youcanplayit	Spr 1 Improvisation SING-UP	Spr 2 Listening SING-UP	Sum 1 Composing SING-UP	Sum 2 Performance SING-UP
1	<p>King is in the Castle (From Optional section)</p> <p>https://www.singup.org/music/sing-up-music-curriculum/year-1-the-king-is-in-the-castle</p> <p>Musical learning:</p> <ul style="list-style-type: none"> • Explore using sound quality (timbre), dynamics, and pitch to tell a story. • Change voices to suit difference characters while performing 		<p>Musical Conversations</p> <p>Improvise question-and-answer conversations using percussion instruments.</p> <p>Compose musical sound effects and short sequences of sounds in response to a stimulus.</p> <p>Recognise how graphic symbols can represent sound.</p> <p>Create, interpret, and perform simple graphic scores.</p>	<p>Nautilus</p> <p>https://www.youtube.com/watch?v=Vajhs2wBeCU</p> <ul style="list-style-type: none"> • Learn about composer Anna Meredith. • Explore the piece using movement. • Feel the beat using whole body movements. 	<p>Cat and Mouse</p> <p>Create rhythm patterns, sequencing them, and ‘fixing’ them as compositions using simple notation. Attempt to record compositions with stick and other notations.</p> <p>Sing and chant songs and rhymes expressively.</p> <p>Listen and copy rhythm patterns.</p>	<p>Come Dance With Me</p> <p>Copy call-and-response patterns with voices and instruments.</p> <p>Echo sing a line independently with teacher leading, then move on to pair singing in echo format.</p> <p>Create musical phrases from new word rhythms that children invent.</p>

	<p>appropriate actions.</p> <ul style="list-style-type: none"> • Play contrasting accompaniments to reinforce verse structure. • Identify a simple song structure and rhyme pattern. 					<p>Sing either part of a call-and-response song. Play the response sections on tuned percussion using the correct beater hold.</p>
2	<p>Carnival of the Animals</p> <p>Select instruments and compose music to reflect an animal's character.</p> <p>Recognise and respond to changes of speed (tempo), the length of notes (duration – long/short), short/detached/smooth (articulation), and pitch (high/low) using music vocabulary, and/or movement.</p>		<p>Orawa</p> <p>Improvise and compose, structuring short musical ideas to form a larger piece. Sing and play, performing composed pieces for an audience. Listen and appraise, with focus and attention to detail, recalling sounds and patterns.</p>	<p>Trains</p> <p>Listen to and analyse four pieces of music inspired by travel/vehicles. Learn a simple rhythm pattern and perform it with tempo and volume changes. Learn about the musical terms crescendo, diminuendo, accelerando, ritenuto. Begin to understand duration and rhythm notation. Follow signals from a conductor. Structure musical ideas into a whole-class composition.</p>	<p>Charlie Chaplin</p> <p>Understand and use notes of different duration. Understand and use notes of different pitch. Understand and use dynamics. Compose a soundtrack to a clip of a silent film.</p>	<p>Rockpool Rock</p> <p>Learn an interlocking spoken part. Sing a rock 'n' roll-style song confidently. Play an introduction on tuned percussion. Listen actively and learn about rock 'n' roll music.</p>

3	<p>Enchanted Forest</p> <p>To develop fluent recorder playing skills, clearly articulating the notes B A and G and moving between notes cleanly.</p> <ul style="list-style-type: none"> • To support reading from staff notation. • As an ensemble performance piece. • To introduce improvisation skills. 		<p>Chilled Out Clap Rap</p> <p>Create clapping patterns using the durations crotchet, crotchet rest, pair of quavers.</p> <p>Transfer clapping patterns to tuned instruments and as a group create a layered piece of music.</p> <p>Rap accurately and rhythmically with dynamic contrasts.</p> <p>Perform crotchet and quaver actions ('walk' and 'jogging') on the beat and adapt these actions when the speed of the music changes.</p>	<p>Sound Symmetry</p> <p>Cross-curricular: Maths</p> <p>Compose a simple song using symmetry to develop a melody, structure, and rhythmic accompaniment.</p> <p>Sing by improvising simple melodies and rhythms.</p> <p>Identify how the pitch and melody of a song has been developed using symmetry.</p>	<p>Railway</p> <p>Cross-Curricular: Railway Children</p> <p>Improvise and explore a variety of ways in which words can be used to create music.</p> <p>Create word rhythm patterns and longer sequences, and explore ways to communicate atmosphere and effect.</p> <p>Listen to pieces of music that have cleverly combined words and music, and compare how different composers have approached it.</p>	<p>Fly with the Stars</p> <p>Play the chords of Fly with the stars on tuned percussion as part of a whole-class performance.</p> <p>Sing solo or in a pair in call-and-response style.</p> <p>Respond to and recognise crotchets and quavers and make up rhythms using these durations to create accompaniment ideas for the song.</p>
4	Ukulele with Music Hub lead Teacher.		<p>Pink Panther</p> <p>Improvise and compose, creating atmospheric music for a scene with a given set of instruments.</p> <p>Listen and appraise, recognising elements of the music that establishes the mood and character e.g. the rhythm.</p>	<p>Fanfare for the Common Man</p> <p>Improvise and compose, exploring how timbre, dynamics and texture can be used for impact in a fanfare.</p>	<p>Horse in motion</p> <p>Watch a film and analyse it in a musical context.</p> <p>Create ostinatos.</p> <p>Layer up different rhythms.</p> <p>Create and follow a score.</p>	<p>Favourite Song</p> <p>Sing with expression and a sense of the style of the music.</p> <p>Identify similarities and</p>

			Talk about the effect of particular instrument sounds (timbre).	Compose a fanfare using a small set of notes, and short, repeated rhythms. Listen and appraise, recognising and talking about the musical characteristics of a fanfare using music vocabulary.		differences between pieces of music in a folk/folk-rock style. Understand triads and play C, F, G major, and A minor. Play an instrumental part as part of a whole-class performance. Sing a part in a partner song, rhythmically and from memory.
5	<p>Drunken Sailor</p> <p>Compose body percussion patterns to accompany a sea shanty. Write these out using rhythm grids. Keep the beat playing a 'cup' game. Sing a sea shanty expressively, with</p>		<p>Play ukulele Sing Up</p> <p>Three little birds Sing Up</p> <p>Latin Dance (Yr 3 unit on website, but use as a ukulele focus).</p> <p>Listen to a range of Cuban pieces, understanding influences on the music and recognising some of its musical features. Sing the syncopated rhythms in Latin dance and recognise a verse/chorus structure.</p>	<p>Why We Sing</p> <p>Recognise individual instruments and voices by ear. Listen to a selection of Gospel music and spirituals and identify key elements that give the music its unique sound. Talk about pieces using music vocabulary (e.g. the ways the voices are used, the contrasting texture of solo voice and</p>	<p>Three Little Birds</p> <p>Sing the verse in unison and the Chorus in harmony. Know what a triad is and how to play one. Play the chords D and G major, following a score of the chorus. Play a melodic riff (or melody of the Chorus) by ear. Organise and rehearse for a performance.</p>	<p>Songwriting!</p> <p>Improvise and compose, 'doodling' with sound, playing around with pitch and rhythm to create a strong hook. Create fragments of songs that can</p>

	<p>accurate pitch and a strong beat. Sing in unison while playing an instrumental beat (untuned).</p>		<p>Play a part on ukulele and play as part of a whole-class performance. Improvise percussive drum rhythms to play on the body of the ukulele. Compose a short piece for ukulele, demonstrating the skills learnt.</p>	<p>choir, singing in harmony, the lyrics etc.) Develop and practise techniques for singing and performing in a Gospel style.</p>	<p>Listen and appraise, demonstrating knowledge and understanding of the origins, history, and social context of Reggae music.</p>	<p>be developed into fully-fledged songs. Listen and appraise, identifying the structure of songs and analysing them to appreciate the role of metaphor. Understand techniques for creating a song and develop a greater understanding of the songwriting process.</p>
6	<p>Hey Mr Miller</p> <p>Compose a syncopated melody using the notes of the C major scale. Sing a syncopated melody accurately and in tune. Sing and play a class arrangement of the song with a</p>		<p>Composing for Protest</p> <p>Create their own song lyrics. Fit their lyrics to a pulse, creating a chant. Write a melody and sing it. Structure their ideas into a complete song.</p>	<p>You to Me</p> <p>Listen and appraise, recognising and identifying key musical features such as rhythm, tempo, timbre, structure, and instruments. Use music vocabulary and knowledge to discuss similarities and</p>	<p>Race</p> <p>Create an accompaniment. Create an extended melody with four distinct phrases. Experiment with harmony. Structure their ideas into a full soundtrack.</p>	<p>Nobody Knows</p> <p>In groups, compose a short song on the theme of leavers. Create an arrangement of a song considering the</p>

	<p>good sense of ensemble. Listen to historical recordings of big band swing and describe features of the music using music vocabulary.</p>			<p>differences in pieces of music. Learn some simple choreography to accompany a disco song with their favourite melodies in this way.</p>		<p>texture and structure. Perform expressively as part of group, and make a recording of their songs.</p>
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By the end of KS1...	By the end of KS2...
<ul style="list-style-type: none"> • Children should sing songs expressively and creatively • Children should Play tuned and untuned instruments musically • Children should listen with concentration and understanding to a range of live and recorded music • Children should respond to the pulse of music through movement and dance • Children should perform short copycat rhythm patterns and short repeating rhythm patterns • Chanting: Performing word-pattern chants 	<ul style="list-style-type: none"> • Children should be able to sing with confidence and control, and use their voices in a range of ways. • Children should have the opportunity to learn and play a musical instrument. • Children should be able to create and compose music on their own and with others. • Children should understand how music is created, produced, and communicated. They should also understand the interrelated dimensions of music, such as pitch, duration, dynamics, tempo, timbre, texture, and structure. • Children should start to formally read music and learn Western notation.

- Children should listen to sounds in the local environment and comparing high and low sounds
- Children should confidently choose sounds to represent different things
- Children should instructions about when to play or sing

- Children should be able to respond to the pulse in music through movement and dance.
- Children should be able to listen with discrimination to music.
- Children should be able to explore percussion sounds and enhance storytelling.