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|  | Music Curriculum |
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|  | Year EYFS |

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| **Vertical Concepts** | **Pulse** | **Rhythm** | **Pitch** | **Tempo** | **Dynamics** | **timbre** | **Texture** | **Structure** | **Notation** |
| **Disciplinary Knowledge** | **Listen and Appraise** | | | **Musical Activities** | | | **Performance** | | |

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| **Terms** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Music**  **Topic** | **Me** | **My Stories** | **Everyone!** | **Our World** | **Big Bear Funk** | **Reflect, Rewind & Replay** |
| **Style of main song** | Pat-a-cake  1, 2, 3, 4, 5Once 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 | Big Bear Funk  Baa Baa Black Sheep  Twinkle Twinkle  Incy Wincy Spider  Rock-a-bye Baby  Row, Row, Row Your Boat |
| **Unit theme** | Respond to music moving according to volume, mood, and tempo  Move, loud, quiet, speed, mood, feelings. | Respond to music moving according to volume, mood, and tempo  Move, loud, quiet, speed, mood, feelings. | Respond to music with quick/ slow movements  To express how music makes them feel / likes/dislikes  Excited, scared / fearful, energy, expressing, feelings, shuffle, wiggle, bounce, opinions | Respond to music with quick/ slow movements  To express how music makes them feel / likes/dislikes  Excited, scared / fearful, energy, expressing, feelings, shuffle, wiggle, bounce, opinions | Give simple movement instructions to guide others  Perform songs, rhymes, and poems  Volume, perform, confident, proud | Give simple movement instructions to guide others  Perform songs, rhymes, and poems  Volume, perform, confident, proud |
|  | <https://www.lincsmusicservicedigital.org/schem> **login: 279410**  **Password: zfcry77k2e** | | | | | |

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| **Sequence** | **1** | **2** | **3** | **4** | **5** | **6** |
| **Substantive Knowledge to be taught.**  **Disciplinary Knowledge:**  **Listen and Appraise**  **Musical Activities**  **Performance** | **Listen and Appraise**  Celebration by Kool & The Gang  **Musical activities**  -Using the Pat-A-Cake games track, and the pulse in different ways  -Copycat rhythm games  -High and low games (pitch)  **Sing: Learn to Sing the Song**  -Listen to then learn to sing Pat-A-Cake  -Listen to or sing along with the action song Name Song  **Performance**  Share what you have learnt in the lesson | **Listen and Appraise**  Happy by Pharrell Williams  **Musical activities**  -Build on previous learning.  -Using the Pat-A-Cake 1, 2, 3, 4, 5 or Name Song games track, and the pulse in different ways  -Copycat rhythm games  -High and low games (pitch)  **Sing: Learn to Sing the Song**  -Listen to, then learn to sing, a nursery rhyme/s  Options:  -Pat-A-Cake and  1, 2, 3, 4, 5  -Listen to or sing along with the action song Name Song  **Performance**  Share what you have learnt in the lesson | **Listen and Appraise**  Sing by the Carpenters  **Musical activities**  -Build on previous learning  -Using the Pat-A-Cake 1, 2, 3, 4, 5 or Name Song games track, and the pulse in different ways  -Copycat rhythm games  -High and low games (pitch)  **Sing: Learn to Sing the Song**  -Listen to, then learn to sing, a nursery rhyme/s  Options:  Pat-A-Cake  1, 2, 3, 4, 5  This old Man  -Listen to or sing along with the action song Name Song  **Performance**  Share what you have learnt in the lesson | **Listen and Appraise**  Sing a Rainbow sung by Peggy Lee  **Musical activities**  - Build on previous learning  -Using the Pat-A-Cake, 1, 2, 3, 4, 5, This Old Man, Five Little Ducks, Name Song or Things for Fingers games track, and the pulse in different ways  -Copycat rhythm games  -High and low games (pitch)  **Sing: Learn to Sing the Song**  -Listen to then learn to sing a nursery rhyme/s  Options:  Pat-A-Cake  1, 2, 3, 4, 5,  This Old Man  Five Little Ducks  -Listen to or sing along with the action song Options: Name Song and/or Things for Fingers  **Performance**  Share what you have learnt in the lesson | **Listen and Appraise**  Happy Birthday by Stevie Wonder  **Musical activities**  -Build on previous learning  -Using the Pat-A-Cake, 1, 2, 3, 4, 5, This Old Man, Five Little Ducks, Name Song or Things for Fingers games track, and the pulse in different ways  -Copycat rhythm games c. High and low games (pitch)  **Sing: Learn to Sing the Song**  -Listen to then learn to sing a nursery rhyme/s.  Options:  -Pat-A-Cake 1, 2, 3, 4, 5,  This Old Man  Five Little Ducks  -Listen to or sing along with the action song. Options: Name Song and/or Things for Fingers  **Performance**  Share what you have learnt in the lesson | **Listen and Appraise**  Our House by Madness  **Musical activities**  -Build on previous learning a. Using the Pat-A-Cake, 1, 2, 3, 4, 5, This Old Man, Five Little Ducks, Name Song, or Things for Fingers games track, and the pulse in dierent ways  -Copycat rhythm games c. High and low games (pitch)  **Sing: Learn to Sing the Song**  -Listen to then learn to sing a nursery rhyme/s.  Options:  Pat-A-Cake  1, 2, 3, 4, 5,  This Old Man  Five Little Ducks  -Listen to or sing along with the action song.  Options:  Name Song and/or Things for Fingers  **Performance**  Share what you have learnt in the lesson |

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| **Key Vocabulary** | | |
| **Tier 2** | | **Tier 3** |
| * Move * Loud * Quiet | * Speed * Mood * feelings. |  |

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| **Assessment:** |
| **Substantive knowledge to be explicitly taught By the end of this unit children will know:** |
| **Listen and Respond** |
| * **Enjoy listening to the music and respond through dance or movement.** * Find the pulse naturally. * **Recognise and name some of the characters and stories through song.** |
| **Explore and Create** |
| **Games Track:**   * **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 their own ideas for actions. |
| **Copycat Rhythm games:**   * **Copy back the rhythm of their name.** * Clap the name of a friend for others to copy. |
| **High and Low Games:**   * **Copy sounds they can hear to distinguish high- pitched sounds from low-pitched sounds** * Enjoy finding and moving the pitch of their voices. |
| **Singing: Learning to sing the songs.** |
| * **Learn to sing the song in unison with support.** * **Add actions or substitute a word in some sections.** * Enjoy singing a song from memory. |
| **Share and Perform** |
| * **Share and perform the learning that has taken place.** * **Perform song they know with actions that have been created.** * Preform a song with just the backing track. |

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| **Vertical Concepts** | **Pulse** | **Rhythm** | **Pitch** | **Tempo** | **Dynamics** | **timbre** | **Texture** | **Structure** | **Notation** |
| **Disciplinary Knowledge** | **Listen and Appraise** | | | **Musical Activities** | | | **Performance** | | |

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| **Terms** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Music**  **Topic** | **Me** | **My Stories** | **Everyone!** | **Our World** | **Big Bear Funk** | **Reflect, Rewind & Replay** |
| **Style of main song** | Pat-a-cake  1, 2, 3, 4, 5Once 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 | Big Bear Funk  Baa Baa Black Sheep  Twinkle Twinkle  Incy Wincy Spider  Rock-a-bye Baby  Row, Row, Row Your Boat |
| **Unit theme** | Respond to music moving according to volume, mood, and tempo  Move, loud, quiet, speed, mood, feelings. | Respond to music moving according to volume, mood, and tempo  Move, loud, quiet, speed, mood, feelings. | Respond to music with quick/ slow movements  To express how music makes them feel / likes/dislikes  Excited, scared / fearful, energy, expressing, feelings, shuffle, wiggle, bounce, opinions | Respond to music with quick/ slow movements  To express how music makes them feel / likes/dislikes  Excited, scared / fearful, energy, expressing, feelings, shuffle, wiggle, bounce, opinions | Give simple movement instructions to guide others  Perform songs, rhymes, and poems  Volume, perform, confident, proud | Give simple movement instructions to guide others  Perform songs, rhymes, and poems  Volume, perform, confident, proud |

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| **Sequence** | **1** | **2** | **3** | **4** | **5** | **6** |
| **Substantive Knowledge to be taught.**  **Disciplinary Knowledge:**  **Listen and Appraise**  **Musical Activities**  **Performance** | **Listen and Appraise**  Roll Alabama by Bellowhead  **Musical activities**  -Build on previous learning  -Using the I’m a Little Teapot games track, and the pulse in different ways  -Rhythm games (copycat)  -Explore high and low (pitch and improvisation with voices)  -Create your own sounds (improvisation and composition with voices and/or instruments)  **Sing: Learn to Sing the Song**  -Learn to sing I’m a Little Teapot --Listen to or sing along with the action song Not Too Difficult  **Performance**  Share what you have learnt in the lesson | **Listen and Appraise**  Boogie Wonderland by Earth Wind and Fire  **Musical activities**  -Build on previous learning a  -Using the I’m a Little Teapot or The Grand Old Duke of York games track, and the pulse in different ways  -Rhythm games (copycat)  -Explore high and low (pitch and improvisation with voices)  -Create your own sounds (improvisation and composition with voices and/or instruments)  **Sing: Learn to Sing the Song**  -Learn to sing a nursery rhyme/s Options:  I’m a Little Teapot  The Grand Old Duke of York b  -Listen to or sing along with the action song Not Too Difficult  **Performance**  Share what you have learnt in the lesson | **Listen and Appraise**  Don’t Go Breaking My Heart by Elton John and Kiki Dee  **Musical activities**  -Build on previous learning a  -Using a games track from your chosen nursery rhyme, and the pulse in different ways  -Rhythm games (copycat)  -Explore high and low (pitch and improvisation with voices)  -Create your own sounds (improvisation and composition with voices and/or instruments)  **Sing: Learn to Sing the Song**  -Learn to sing a nursery rhyme/s Options:  I’m a Little Teapot  The Grand Old Duke of York  Ring O’ Roses  -Listen to or sing along with the action song Not Too Difficult  **Performance**  Share what you have learnt in the lesson | **Listen and Appraise**  Ganesh is Fresh by MC Yogi  **Musical activities**  -Build on previous learning a  -Using a games track from your chosen nursery rhyme, and the pulse in different ways  -Rhythm games (copycat)  -Explore high and low (pitch and improvisation with voices)  -Create your own sounds (improvisation and composition with voices and/or instruments)  **Sing: Learn to Sing the Song**  -Learn to sing a nursery rhyme/s Options:  I’m a Little Teapot  The Grand Old Duke of York  Ring O’ Roses  Hickory Dickory Dock  -Listen to or sing along with the action song.  Options:  Not Too Difficult and/or The ABC Song  **Performance**  Share what you have learnt in the lesson | **Listen and Appraise**  Frosty the Snowman by Ella Fitzgerald  **Musical activities**  -Build on previous learning  -Using a games track from your chosen nursery rhyme, and the pulse in different ways  -Rhythm games (copycat)  -Explore high and low (pitch and improvisation with voices)  -Create your own sounds (improvisation and composition with voices and/or instruments)  **Sing: Learn to Sing the Song**  Learn to sing a nursery rhyme/s Options:  I’m a Little Teapot  The Grand Old Duke of York  Ring O’ Roses  Hickory Dickory Dock  -Listen to or sing along with the action song.  Options:  Not Too Difficult and/or The ABC Song  **Performance**  Share what you have learnt in the lesson | **Listen and Appraise**  Spiderman sung by Michael Bublé  **Musical activities**  -Build on previous learning  -Using a games track from your chosen nursery rhyme, and the pulse in different ways  -Rhythm games (copycat)  -Explore high and low (pitch and improvisation with voices)  -Create your own sounds (improvisation and composition with voices and/or instruments)  **Sing: Learn to Sing the Song**  -Learn to sing a nursery rhyme/s Options:  I’m a Little Teapot  The Grand Old Duke of York  Ring O’ Roses  Hickory Dickory Dock  -Listen to or sing along with the action song.  Options:  Not Too Difficult and/or The ABC Song  **Performance**  Share what you have learnt in the lesson |

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| **Key Vocabulary** | | |
| **Tier 2** | | **Tier 3** |
| * Move * Loud * Quiet | * Speed * Mood * feelings |  |

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| **Assessment:** |
| **Substantive knowledge to be explicitly taught By the end of this unit children will know:** |
| **Listen and Respond** |
| * **Enjoy listening to the music and respond through dance or movement.** * Find the pulse naturally. * **Recognise and name some of the characters and stories through song.** * Invent imaginary characters through movement or dancing |
| **Explore and Create** |
| **Games Track:**   * **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 their own ideas for actions. |
| **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. |
| **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. |
| **Create your own sounds using instruments**   * **Play a pitched note or sound in time with the pulse.** * Enjoy finding a pattern on the instrument. |
| **Singing: Learning to sing the songs.** |
| * **Learn to sing the song in unison with support.** * **Add actions or substitute a word in some sections.** * Enjoy singing a song from memory |
| **Share and Perform** |
| * **Share and perform the learning that has taken place.** * **Perform song they know with actions that have been created.** * Preform a song with just the backing track. |

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| **Vertical Concepts** | **Pulse** | **Rhythm** | **Pitch** | **Tempo** | **Dynamics** | **timbre** | **Texture** | **Structure** | **Notation** |
| **Disciplinary Knowledge** | **Listen and Appraise** | | | **Musical Activities** | | | **Performance** | | |

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| **Terms** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Music**  **Topic** | **Me** | **My Stories** | **Everyone!** | **Our World** | **Big Bear Funk** | **Reflect, Rewind & Replay** |
| **Style of main song** | Pat-a-cake  1, 2, 3, 4, 5Once 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 | Big Bear Funk  Baa Baa Black Sheep  Twinkle Twinkle  Incy Wincy Spider  Rock-a-bye Baby  Row, Row, Row Your Boat |
| **Unit theme** | Respond to music moving according to volume, mood, and tempo  Move, loud, quiet, speed, mood, feelings. | Respond to music moving according to volume, mood, and tempo  Move, loud, quiet, speed, mood, feelings. | Respond to music with quick/ slow movements  To express how music makes them feel / likes/dislikes  Excited, scared / fearful, energy, expressing, feelings, shuffle, wiggle, bounce, opinions | Respond to music with quick/ slow movements  To express how music makes them feel / likes/dislikes  Excited, scared / fearful, energy, expressing, feelings, shuffle, wiggle, bounce, opinions | Give simple movement instructions to guide others  Perform songs, rhymes, and poems  Volume, perform, confident, proud | Give simple movement instructions to guide others  Perform songs, rhymes, and poems  Volume, perform, confident, proud |

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| **Sequence** | **1** | **2** | **3** | **4** | **5** | **6** |
| **Substantive Knowledge to be taught.**  **Disciplinary Knowledge:**  **Listen and Appraise**  **Musical Activities**  **Performance** | **Listen and Appraise**  We Are Family by Sister Sledge  **Musical activities**  -Build on previous learning  -Using the games track, find the pulse in different ways  -Rhythm games  -Explore high and low (pitch and improvisation with voices)  -Create your own sounds (improvisation and composition with voices and/or instruments)  **Sing: Learn to Sing the Song**  Learn to sing Wind The Bobbin Up -Listen to sing along with and play the action song If You’re Happy And You Know It  **Performance**  Share what you have learnt in the lesson | **Listen and Appraise**  Thula Baba - a South African Lullaby  **Musical activities**  -Build on previous learning  -Using the games track, find the pulse in different ways  -Rhythm games  -Explore high and low (pitch and improvisation with voices)  -Create your own sounds (improvisation and composition with voices and/or instruments)  **Sing: Learn to Sing the Song**  -Learn to sing and play the nursery rhyme/s  Options:  Wind The Bobbin Up  Rock-A-Bye Baby  -Listen to sing along with and play with the action song If You’re Happy And You Know It  **Performance**  Share what you have learnt in the lesson | **Listen and Appraise**  ABC by The Jackson 5  **Musical activities**  -Build on previous learning  -Using a games track, find the pulse in different ways  -Rhythm games (copycat)  -Explore high and low (pitch and improvisation with voices)  -Create your own sounds (improvisation and composition with voices and/or instruments)  **Sing: Learn to Sing the Song**  -Learn to sing and play nursery rhyme/s  Options:  Wind The Bobbin Up  Rock-A-Bye Baby  Five Little Monkeys  -Listen to sing along with and play with the action song If You’re Happy And You Know It  **Performance**  Share what you have learnt in the lesson | **Listen and Appraise**  My Mum is Amazing by Zain  Bhikha  **Musical activities**  Build on previous learning  -Using a games track, find the pulse in different ways  -Rhythm games (copycat)  -Explore high and low (pitch and improvisation with voices)  -Create your own sounds (improvisation and composition with voices and/or instruments)  **Sing: Learn to Sing the Song**  Learn to sing and play nursery rhyme/s  Options:  Wind The Bobbin Up,  Rock-A-Bye Baby,  Five Little Monkeys,  Twinkle, Twinkle, Little Star  -Listen to sing along with and play with the action songs:  Options:  If you’re happy and you know it/Head, Shoulders, Knees and Toes  **Performance**  Share what you have learnt in the lesson | **Listen and Appraise**  Conga by Miami Sound Machine  **Musical activities**  Build on previous learning  -Using a games track, find the pulse in different ways  -Rhythm games (copycat)  -Explore high and low (pitch and improvisation with voices)  -Create your own sounds (improvisation and composition with voices and/or instruments)  **Sing: Learn to Sing the Song**  -Learn to sing and play nursery rhyme/s  Options:  Wind The Bobbin Up,  Rock-A-Bye Baby,  Five Little Monkeys,  Twinkle, Twinkle, Little Star  -Listen to sing along with and play with the action songs:  Options:  If you’re happy and you know it/Head, Shoulders, Knees and Toes  **Performance**  Share what you have learnt in the lesson | **Listen and Appraise**  Mozart’s Horn Concerto no 4 – Rondo  **Musical activities**  Build on previous learning  -Using a games track, find the pulse in different ways  -Rhythm games (copycat)  -Explore high and low (pitch and improvisation with voices)  -Create your own sounds (improvisation and composition with voices and/or instruments)  **Sing: Learn to Sing the Song**  Learn to sing and play nursery rhyme/s  Options:  Wind The Bobbin Up,  Rock-A-Bye Baby,  Five Little Monkeys,  Twinkle, Twinkle, Little Star  -Listen to sing along with and play with the action songs:  Options: If you’re happy and you know it/Head, Shoulders, Knees and Toes  **Performance**  Share what you have learnt in the lesson |

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| **Key Vocabulary** | | |
| **Tier 2** | | **Tier 3** |
| * Excited * scared / fearful * energy * expressing * feelings | * shuffle * wiggle * bounce * opinions |  |

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| **Assessment:** |
| **Substantive knowledge to be explicitly taught By the end of this unit children will know:** |
| **Listen and Respond** |
| * **Enjoy listening to the music and responding to music through dancing or other movement.** * **Enjoy listening to the music and responding to different speeds through dancing or other movement.** * Others will find the pulse naturally. |
| **Explore and Create** |
| **Games Track:**   * **Find the pulse in different ways and show this through actions e.g. marching, jumping, moving** * Enjoy thinking up and sharing their own ideas for actions. |
| **Copycat Rhythm games:**   * **Copy back the rhythms of phrases in the song.** * Choose one phrase from the song and have a go at clapping the rhythm. |
| **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. |
| **Create your own sounds using instruments**   * **Play a 1-note pattern in time with the pulse.** * Enjoy inventing a 2-note repeated pattern. |
| **Singing: Learning to sing the songs.** |
| * **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. |
| **Share and Perform** |
| * **Share and perform the learning that has taken place.** * **Perform song they know with actions that have been created.** * **Listen back to the performance** * Preform a song with just the backing track. |

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| **Vertical Concepts** | **Pulse** | **Rhythm** | **Pitch** | **Tempo** | **Dynamics** | **timbre** | **Texture** | **Structure** | **Notation** |
| **Disciplinary Knowledge** | **Listen and Appraise** | | | **Musical Activities** | | | **Performance** | | |

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| **Terms** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Music**  **Topic** | **Me** | **My Stories** | **Everyone!** | **Our World** | **Big Bear Funk** | **Reflect, Rewind & Replay** |
| **Style of main song** | Pat-a-cake  1, 2, 3, 4, 5Once 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 | Big Bear Funk  Baa Baa Black Sheep  Twinkle Twinkle  Incy Wincy Spider  Rock-a-bye Baby  Row, Row, Row Your Boat |
| **Unit theme** | Respond to music moving according to volume, mood, and tempo  Move, loud, quiet, speed, mood, feelings. | Respond to music moving according to volume, mood, and tempo  Move, loud, quiet, speed, mood, feelings. | Respond to music with quick/ slow movements  To express how music makes them feel / likes/dislikes  Excited, scared / fearful, energy, expressing, feelings, shuffle, wiggle, bounce, opinions | Respond to music with quick/ slow movements  To express how music makes them feel / likes/dislikes  Excited, scared / fearful, energy, expressing, feelings, shuffle, wiggle, bounce, opinions | Give simple movement instructions to guide others  Perform songs, rhymes, and poems  Volume, perform, confident, proud | Give simple movement instructions to guide others  Perform songs, rhymes, and poems  Volume, perform, confident, proud |

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| **Sequence** | **1** | **2** | **3** | **4** | **5** | **6** |
| **Substantive Knowledge to be taught.**  **Disciplinary Knowledge:**  **Listen and Appraise**  **Musical Activities**  **Performance** | **Listen and Appraise**  Lovely Day performed by Bill Withers  **Musical activities**  -Build on previous learning  -Using the games track, and the pulse in different ways  -Rhythm games  -Explore high and low (pitch and improvisation with voices)  -Create your own sounds (improvisation and composition with voices and/or instruments)  **Sing: Learn to Sing the Song**  Learn to sing and play Old Macdonald  -Listen to, sing along with and play with the action song The Wheels On The Bus  **Performance**  Share what you have learnt in the lesson | **Listen and Appraise**  Beyond The Sea sung by Robbie Williams  **Musical activities**  -Build on previous learning  -Using the games track, and the pulse in different ways  -Rhythm games  -Explore high and low (pitch and improvisation with voices)  -Create your own sounds (improvisation and composition with voices and/or instruments)  **Sing: Learn to Sing the Song**  -Learn to sing and play the nursery rhyme/s  Options:  Old Macdonald  Incy Wincy Spider  -Listen to, sing along with and play with the action song The Wheels On The Bus  **Performance**  Share what you have learnt in the lesson | **Listen and Appraise**  Mars from The Planets by Gustav Holst  **Musical activities**  -Build on previous learning  -Using a games track, and the pulse in different ways  -Rhythm games (copycat)  -Explore high and low (pitch and improvisation with voices)  -Create your own sounds (improvisation and composition with voices and/or instruments)  **Sing: Learn to Sing the Song**  -Learn to sing and play nursery rhyme/s  Options:  Old Macdonald  Incy Wincy Spider  Baa Baa Black Sheep  -Listen to, sing along with and play with the action song The Wheels On The Bus  **Performance**  Share what you have learnt in the lesson | **Listen and Appraise**  Frog’s Legs and Dragon’s Teeth by Bellowhead  **Musical activities**  -Build on previous learning  -Using a games track, and the pulse in different ways  -Rhythm games (copycat)  -Explore high and low (pitch and improvisation with voices)  -Create your own sounds (improvisation and composition with voices and/or instruments)  **Sing: Learn to Sing the Song**  -Learn to sing and play nursery rhyme/s  Options:  Old Macdonald  Incy Wincy Spider  Baa Baa Black Sheep  Row, Row, Row Your Boat  -Listen to, sing along with and play with the action songs: Options: The Wheels On The Bus/The Hokey Cokey  **Performance**  Share what you have learnt in the lesson | **Listen and Appraise**  Ain’t No Mountain High Enough sung by Marvin Gaye and Tammi Terrell  **Musical activities**  -Build on previous learning  -Using a games track, and the pulse in different ways  -Rhythm games (copycat)  -Explore high and low (pitch and improvisation with voices)  -Create your own sounds (improvisation and composition with voices and/or instruments)  **Sing: Learn to Sing the Song**  -Learn to sing and play nursery rhyme/s  Options:  Old Macdonald  Incy Wincy Spider  Baa Baa Black Sheep  Row, Row, Row Your Boat  -Listen to sing along with and play with the action songs:  Options:  The Wheels On The Bus/The Hokey Cokey  **Performance**  Share what you have learnt in the lesson | **Listen and Appraise**  Singing In The Rain performed by Gene Kelly  **Musical activities**  -Build on previous learning  -Using a games track, and the pulse in different ways  -Rhythm games (copycat)  -Explore high and low (pitch and improvisation with voices)  -Create your own sounds (improvisation and composition with voices and/or instruments)  **Sing: Learn to Sing the Song**  -Learn to sing and play nursery rhyme/s  Options:  Old Macdonald  Incy Wincy Spider  Baa Baa Black Sheep  Row, Row, Row Your Boat  -Listen to sing along with and play with the action songs: Options:  The Wheels On The Bus/The Hokey Cokey  **Performance**  Share what you have learnt in the lesson |

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| **Key Vocabulary** | | |
| **Tier 2** | | **Tier 3** |
| * Excited * scared / fearful * energy * expressing * feelings | * shuffle * wiggle * bounce * opinions |  |

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| **Assessment:** |
| **Substantive knowledge to be explicitly taught By the end of this unit children will know:** |
| **Listen and Respond** |
| * **Enjoy listening to the music and respond through dance or movement.** * Find the pulse naturally. |
| **Explore and Create** |
| **Games Track:**   * **Find the pulse in different ways and show this through actions e.g. marching, jumping, moving** * Enjoy thinking up and sharing their own ideas for actions. |
| **Copycat Rhythm games:**   * **Copy back the rhythms of phrases in the song**. * Choose one phrase from the song and have a go at clapping the rhythm. |
| **High and Log Games:**   * **Copy sounds they can hear to distinguish high- pitched sounds from low-pitched sounds** * Enjoy finding and moving the pitch of their voices. |
| **Create your own sounds using instruments**   * **Play a 1-note pattern in time with the pulse.** * Enjoy inventing a 2-note repeated pattern. |
| **Singing: Learning to sing the songs.** |
| * **Learn to sing the song in unison with support.** * **Add appropriate actions or substitute a word in some sections.** * Enjoy singing a song from memory. |
| **Share and Perform** |
| * **Share and perform the learning that has taken place.** * **Perform song they know with actions that have been created.** * **Listen back to the performance.** * Preform a song with just the backing track and add actions to the songs. |

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|  | Music Curriculum |
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|  | Year EYFS |

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| **Vertical Concepts** | **Pulse** | **Rhythm** | **Pitch** | **Tempo** | **Dynamics** | **timbre** | **Texture** | **Structure** | **Notation** |
| **Disciplinary Knowledge** | **Listen and Appraise** | | | **Musical Activities** | | | **Performance** | | |

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| **Terms** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Music**  **Topic** | **Me** | **My Stories** | **Everyone!** | **Our World** | **Big Bear Funk** | **Reflect, Rewind & Replay** |
| **Style of main song** | Pat-a-cake  1, 2, 3, 4, 5Once 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 | Big Bear Funk  Baa Baa Black Sheep  Twinkle Twinkle  Incy Wincy Spider  Rock-a-bye Baby  Row, Row, Row Your Boat |
| **Unit theme** | Respond to music moving according to volume, mood, and tempo  Move, loud, quiet, speed, mood, feelings. | Respond to music moving according to volume, mood, and tempo  Move, loud, quiet, speed, mood, feelings. | Respond to music with quick/ slow movements  To express how music makes them feel / likes/dislikes  Excited, scared / fearful, energy, expressing, feelings, shuffle, wiggle, bounce, opinions | Respond to music with quick/ slow movements  To express how music makes them feel / likes/dislikes  Excited, scared / fearful, energy, expressing, feelings, shuffle, wiggle, bounce, opinions | Give simple movement instructions to guide others  Perform songs, rhymes, and poems  Volume, perform, confident, proud | Give simple movement instructions to guide others  Perform songs, rhymes, and poems  Volume, perform, confident, proud |

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| **Sequence** | **1** | **2** | **3** | **4** | **5** | **6** |
| **Substantive Knowledge to be taught.**  **Disciplinary Knowledge:**  **Listen and Appraise**  **Musical Activities**  **Performance** | **Listen and Appraise**  Big Bear Funk by Joanna Mangona  **Musical activities**  -Using the games track:  -Find the pulse in different ways  -Rhythm games (copyback teacher then child-led)  -Explore pitch by creating your  own sounds with voices and  instruments (copyback games and riff building leading to improvisation and composition)  **Sing: Learn to Sing the Song**  -Start to learn to sing Big Bear Funk and respond to the copyback section. Dance during the activity section  -Activity option 1 - Singing  -Sing the song again and include  activity option 1  -Revisit a song from a previous Unit  Options:  Name Song, Things For Fingers  **Performance**  Share and perform what you have learnt in the lesson | **Listen and Appraise**  I Feel Good by James Brown  Option: Big Bear Funk by Joanna  Mangona  **Musical activities**  -Build on previous learning  Using the games track:  -Find the pulse in different ways  -Rhythm games (copyback teacher then child-led)  -Explore pitch by creating your  own sounds with voices and  instruments (copyback games and riff building leading to improvisation and composition)  **Sing: Learn to Sing the Song**  -Continue to learn to sing Big Bear Funk including the copyback section.  -Dance during the activity section  -Revisit activity option 1 (singing)  and start activity option 2 (playing instruments)  -Sing the song again and include  activity options 1 and/or 2  -Revisit a song from a previous Unit  Options:  Hickory Dickory Dock,  The ABC Song  **Performance**  Share and perform what you have learnt in the lesson | **Listen and Appraise**  Don't You Worry 'Bout A Thing  performed by Incognito  Option: Big Bear Funk by Joanna Mangona  **Musical activities**  -Build on previous learning  -Using the games track:  -Find the pulse in different ways  -Rhythm games (copyback teacher then child-led)  -Explore pitch by creating your  own sounds with voices and  instruments (copyback games and riff building leading to improvisation and composition)  **Sing: Learn to Sing the Song**  -Continue to learn to sing Big Bear Funk including the copyback section.  -Dance during the activity section  -Revisit activity options 1 or 2 then try 3 (playing your compositions)  -Sing the song again and include  activity options 1, 2 or 3  -Revisit a song from a previous Unit  Options:  Twinkle Twinkle Little Star  Head, Shoulders, Knees And Toes  **Performance**  Share and perform what you have learnt in the lesson | **Listen and Appraise**  My Promise by Earth Wind &  Fire  Option: Big Bear Funk by Joanna Mangona  **Musical activities**  -Build on previous learning  -Using the games track:  -Find the pulse in different ways  -Rhythm games (copyback teacher then child-led)  -Explore pitch by creating your  own sounds with voices and  instruments (copyback games and riff building leading to improvisation and composition)  **Sing: Learn to Sing the Song**  -Sing Big Bear Funk including the  copyback section. Dance during the activity section  -Revisit activity options 1, 2, 3 or 4 (dancing) - you decide  -Sing the song again and include  activity options 1, 2 3 or 4  -Revisit a song from a previous Unit  Options:  If You’re Happy And You Know It  Five Little Monkeys  **Performance**  Share and perform what you have learnt in the lesson | **Listen and Appraise**  Superstition by Stevie  Wonder  Option: Big Bear Funk by Joanna Mangona  **Musical activities**  -Build on previous learning  -Using the games track:  -Find the pulse in di\_erent ways  -Rhythm games (copyback teacher then child-led)  -Explore pitch by creating your  own sounds with voices and  instruments (copyback games and riff building leading to improvisation and composition)  **Sing: Learn to Sing the Song**  -Sing Big Bear Funk including the  copyback section  -Revisit activity options 1, 2, 3 or 4 (dancing) - you decide  -Sing the song again and include  activity options 1, 2 3 or 4  -Revisit a song from a previous Unit  Options:  The Wheels On The Bus  Baa Baa Black Sheep  **Performance**  Share and perform what you have learnt in the lesson | **Listen and Appraise**  Pick Up The Pieces by  Average White Band  Option:  Big Bear Funk by Joanna Mangona  **Musical activities**  -Build on previous learning  -Using the games track:  -Find the pulse in different ways  -Rhythm games (copyback teacher then child-led)  -Explore pitch by creating your  own sounds with voices and  instruments (copyback games and riff building leading to improvisation and composition)  **Sing: Learn to Sing the Song**  -Sing Big Bear Funk including the  copyback section  -Revisit activity options 1, 2, 3 or 4 (dancing) - you decide  -Sing the song again and include  activity options 1, 2 3 or 4  -Revisit a song from a previous Unit  Options:  Row, Row, Row Your Boat  The Hokey Cokey  **Performance**  Share and perform what you have learnt in the lesson |

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| **Key Vocabulary** | | |
| **Tier 2** | | **Tier 3** |
| * Volume * Perform | * Confident * proud |  |

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| **Assessment:** |
| **Substantive knowledge to be explicitly taught By the end of this unit children will know:** |
| **Listen and Respond** |
| * **Enjoy listening and dancing to funk music.** * Others will be able to talk about funk music. |
| **Explore and Create** |
| **Games Track:**   * **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. |
| **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. |
| **High and Low Games:**   * **Play Together:** * **Play the pulse with a pitched note or untuned percussion instrument.** * **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. |
| **Singing: Learning to sing the songs.** |
| * **Learn to sing the songs in unison with support.** * **Add actions or substitute a word in some sections.** * Enjoy singing a song from memory. |
| **Share and Perform** |
| * **Share and perform the learning that has taken place.** * **Perform song they know with actions that have been created.** * **Listen back to the performance** * Preform a song with just the backing track and add actions to the songs. |

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| **Vertical Concepts** | **Pulse** | **Rhythm** | **Pitch** | **Tempo** | **Dynamics** | **timbre** | **Texture** | **Structure** | **Notation** |
| **Disciplinary Knowledge** | **Listen and Appraise** | | | **Musical Activities** | | | **Performance** | | |

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| **Terms** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
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| **Unit theme** | Respond to music moving according to volume, mood, and tempo  Move, loud, quiet, speed, mood, feelings. | Respond to music moving according to volume, mood, and tempo  Move, loud, quiet, speed, mood, feelings. | Respond to music with quick/ slow movements  To express how music makes them feel / likes/dislikes  Excited, scared / fearful, energy, expressing, feelings, shuffle, wiggle, bounce, opinions | Respond to music with quick/ slow movements  To express how music makes them feel / likes/dislikes  Excited, scared / fearful, energy, expressing, feelings, shuffle, wiggle, bounce, opinions | Give simple movement instructions to guide others  Perform songs, rhymes, and poems  Volume, perform, confident, proud | Give simple movement instructions to guide others  Perform songs, rhymes, and poems  Volume, perform, confident, proud |

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| **Sequence** | **1** | **2** | **3** | **4** | **5** | **6** |
| **Substantive Knowledge to be taught.**  **Disciplinary Knowledge:**  **Listen and Appraise**  **Musical Activities**  **Performance** | **Listen and Appraise**  Reflect - William Tell Overture by Rossini Rewind and Listen Out! Celebration by Kool And The Gang  **Musical activities**  -Compose with the Song Big Bear Funk  -The Language of Music  -Rewind and Replay (Revision)  - revisit songs from the year  **Sing: Learn to Sing the Song**  Prepare for a performance of nursery rhymes, songs and activities from the year.  **Performance**  If you have time or want to do something different as a class, there are some extra activities for you to choose from. | **Listen and Appraise**  Reflect - Dance Of The Sugar Plum Fairy by Tchaikovsky Rewind and Listen Out! Ganesh Is Fresh by MC Yogi  **Musical activities**  -Compose with the Song Baa Baa Black Sheep  -The Language of Music  -Rewind and Replay (Revision) - revisit songs from the year  **Sing: Learn to Sing the Song**  -Prepare for a performance of nursery rhymes, songs and activities from the year.  **Performance**  If you have time or want to do something different as a class, there are some extra activities for you to choose from. | **Listen and Appraise**  Reflect - Flight Of The Bumblebee by Rimsky-Korsakov Rewind and Listen Out! We Are Family by Sister Sledge  **Musical activities**  -Compose with the Song Twinkle Twinkle Little Star  -The Language of Music  -Rewind and Replay (Revision) - revisit songs from the year  **Sing: Learn to Sing the Song**  -Prepare for a performance of nursery rhymes, songs and activities from the year.  **Performance**  If you have time or want to do something different as a class, there are some extra activities for you to choose from. | **Listen and Appraise**  Reflect - Jupiter, The Bringer Of Jollity by Gustav Holst Rewind and Listen Out! Singin’ In The Rain sung by Gene Kelly  **Musical activities**  Compose with the Song Incy Wincy Spider  -The Language of Music  -Rewind and Replay (Revision) - revisit songs from the year  **Sing: Learn to Sing the Song**  -Prepare for a performance of nursery rhymes, songs and activities from the year.  **Performance**  If you have time or want to do something different as a class, there are some extra activities for you to choose from. | **Listen and Appraise**  Reflect - Fantasia On A Theme By Thomas Tallis by Ralph Vaughan Williams Rewind and Listen Out! Frogs’ Legs And Dragons’ Teeth by Bellowhead  **Musical activities**  -Compose with the Song Rock-A-Bye Baby  -The Language of Music  -Rewind and Replay (Revision) - revisit songs from the year  **Sing: Learn to Sing the Song**  -Prepare for a performance of nursery rhymes, songs and activities from the year  **Performance**  If you have time or want to do something different as a class, there are some extra activities for you to choose from. | **Listen and Appraise**  Reflect - E.T. Flying Theme by John Williams Rewind and Listen Out! I Feel Good by James Brown  **Musical activities**  -Compose with the Song Row Row Row Your Boat  -The Language of Music  -Rewind and Replay (Revision) - revisit songs from the year  **Sing: Learn to Sing the Song**  -Prepare for a performance of nursery rhymes, songs and activities from the year.  **Performance**  If you have time or want to do something different as a class, there are some extra activities for you to choose from. |

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| **Key Vocabulary** | | |
| **Tier 2** | | **Tier 3** |
| * Volume * Perform | * Confident * proud |  |

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| **Assessment:** |
| **Substantive knowledge to be explicitly taught By the end of this unit children will know:** |
| **Listen and Respond** |
| * **Listen and appraise** |
| **Explore and Create** |
| **Games Track:**   * **Continue to embed the foundations of the interrelated dimensions of music using voices and instruments** |
| **Rhythm games:** |
| **High and Log Games:**   * **Improvisation using voices and instruments** |
| **Create your own sounds using instruments**   * **Play instruments within the song** |
| **Singing: Learning to sing the songs.** |
| * **Sing and revisit nursery rhymes and action songs** |
| **Share and Perform** |
| * **Share and perform the learning that has taken place.** * **Perform song they know with actions that have been created.** * Preform a song with just the backing track and add actions to the songs. |