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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 tempoMove, loud, quiet, speed, mood, feelings. | Respond to music moving according to volume, mood, and tempoMove, loud, quiet, speed, mood, feelings. | Respond to music with quick/ slow movementsTo express how music makes them feel / likes/dislikesExcited, scared / fearful, energy, expressing, feelings, shuffle, wiggle, bounce, opinions | Respond to music with quick/ slow movementsTo express how music makes them feel / likes/dislikesExcited, scared / fearful, energy, expressing, feelings, shuffle, wiggle, bounce, opinions | Give simple movement instructions to guide othersPerform songs, rhymes, and poemsVolume, perform, confident, proud | Give simple movement instructions to guide othersPerform songs, rhymes, and poemsVolume, 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 taughtBy 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 tempoMove, loud, quiet, speed, mood, feelings. | Respond to music moving according to volume, mood, and tempoMove, loud, quiet, speed, mood, feelings. | Respond to music with quick/ slow movementsTo express how music makes them feel / likes/dislikesExcited, scared / fearful, energy, expressing, feelings, shuffle, wiggle, bounce, opinions | Respond to music with quick/ slow movementsTo express how music makes them feel / likes/dislikesExcited, scared / fearful, energy, expressing, feelings, shuffle, wiggle, bounce, opinions | Give simple movement instructions to guide othersPerform songs, rhymes, and poemsVolume, perform, confident, proud | Give simple movement instructions to guide othersPerform songs, rhymes, and poemsVolume, 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 taughtBy 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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| **Unit theme**  | Respond to music moving according to volume, mood, and tempoMove, loud, quiet, speed, mood, feelings. | Respond to music moving according to volume, mood, and tempoMove, loud, quiet, speed, mood, feelings. | Respond to music with quick/ slow movementsTo express how music makes them feel / likes/dislikesExcited, scared / fearful, energy, expressing, feelings, shuffle, wiggle, bounce, opinions | Respond to music with quick/ slow movementsTo express how music makes them feel / likes/dislikesExcited, scared / fearful, energy, expressing, feelings, shuffle, wiggle, bounce, opinions | Give simple movement instructions to guide othersPerform songs, rhymes, and poemsVolume, perform, confident, proud | Give simple movement instructions to guide othersPerform songs, rhymes, and poemsVolume, 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 taughtBy 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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|  | 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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| **Unit theme**  | Respond to music moving according to volume, mood, and tempoMove, loud, quiet, speed, mood, feelings. | Respond to music moving according to volume, mood, and tempoMove, loud, quiet, speed, mood, feelings. | Respond to music with quick/ slow movementsTo express how music makes them feel / likes/dislikesExcited, scared / fearful, energy, expressing, feelings, shuffle, wiggle, bounce, opinions | Respond to music with quick/ slow movementsTo express how music makes them feel / likes/dislikesExcited, scared / fearful, energy, expressing, feelings, shuffle, wiggle, bounce, opinions | Give simple movement instructions to guide othersPerform songs, rhymes, and poemsVolume, perform, confident, proud | Give simple movement instructions to guide othersPerform songs, rhymes, and poemsVolume, 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 taughtBy 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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| **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 tempoMove, loud, quiet, speed, mood, feelings. | Respond to music moving according to volume, mood, and tempoMove, loud, quiet, speed, mood, feelings. | Respond to music with quick/ slow movementsTo express how music makes them feel / likes/dislikesExcited, scared / fearful, energy, expressing, feelings, shuffle, wiggle, bounce, opinions | Respond to music with quick/ slow movementsTo express how music makes them feel / likes/dislikesExcited, scared / fearful, energy, expressing, feelings, shuffle, wiggle, bounce, opinions | Give simple movement instructions to guide othersPerform songs, rhymes, and poemsVolume, perform, confident, proud | Give simple movement instructions to guide othersPerform songs, rhymes, and poemsVolume, 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 yourown sounds with voices andinstruments (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 includeactivity option 1-Revisit a song from a previous UnitOptions: Name Song, Things For Fingers**Performance** Share and perform what you have learnt in the lesson | **Listen and Appraise**I Feel Good by James BrownOption: Big Bear Funk by JoannaMangona**Musical activities**-Build on previous learningUsing the games track:-Find the pulse in different ways-Rhythm games (copyback teacher then child-led)-Explore pitch by creating yourown sounds with voices andinstruments (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 includeactivity options 1 and/or 2-Revisit a song from a previous UnitOptions: 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 Thingperformed by IncognitoOption: 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 yourown sounds with voices andinstruments (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 includeactivity options 1, 2 or 3-Revisit a song from a previous UnitOptions: Twinkle Twinkle Little StarHead, Shoulders, Knees And Toes**Performance** Share and perform what you have learnt in the lesson | **Listen and Appraise**My Promise by Earth Wind &FireOption: 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 yourown sounds with voices andinstruments (copyback games and riff building leading to improvisation and composition)**Sing: Learn to Sing the Song**-Sing Big Bear Funk including thecopyback section. Dance during the activity section-Revisit activity options 1, 2, 3 or 4 (dancing) - you decide-Sing the song again and includeactivity options 1, 2 3 or 4-Revisit a song from a previous UnitOptions:If You’re Happy And You Know ItFive Little Monkeys**Performance** Share and perform what you have learnt in the lesson | **Listen and Appraise**Superstition by StevieWonderOption: 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 yourown sounds with voices andinstruments (copyback games and riff building leading to improvisation and composition)**Sing: Learn to Sing the Song**-Sing Big Bear Funk including thecopyback section-Revisit activity options 1, 2, 3 or 4 (dancing) - you decide-Sing the song again and includeactivity options 1, 2 3 or 4-Revisit a song from a previous UnitOptions:The Wheels On The BusBaa Baa Black Sheep**Performance** Share and perform what you have learnt in the lesson | **Listen and Appraise**Pick Up The Pieces byAverage White BandOption: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 yourown sounds with voices andinstruments (copyback games and riff building leading to improvisation and composition)**Sing: Learn to Sing the Song**-Sing Big Bear Funk including thecopyback section-Revisit activity options 1, 2, 3 or 4 (dancing) - you decide-Sing the song again and includeactivity options 1, 2 3 or 4-Revisit a song from a previous UnitOptions:Row, Row, Row Your BoatThe 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 taughtBy 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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|  | 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 tempoMove, loud, quiet, speed, mood, feelings. | Respond to music moving according to volume, mood, and tempoMove, loud, quiet, speed, mood, feelings. | Respond to music with quick/ slow movementsTo express how music makes them feel / likes/dislikesExcited, scared / fearful, energy, expressing, feelings, shuffle, wiggle, bounce, opinions | Respond to music with quick/ slow movementsTo express how music makes them feel / likes/dislikesExcited, scared / fearful, energy, expressing, feelings, shuffle, wiggle, bounce, opinions | Give simple movement instructions to guide othersPerform songs, rhymes, and poemsVolume, perform, confident, proud | Give simple movement instructions to guide othersPerform songs, rhymes, and poemsVolume, 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 taughtBy 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.
 |