



Our Intent is: To promote self-expression, confidence and emotional response through the universal language of music. Engaging enquiry into the question, “How music can inspire individual creativity and self-confidence?”

Music					
Nicky Nook Year A					
Building on Previous Learning:			National Curriculum Links		
<p>Exploring Media and Materials Key Learning linked to Music <i>Listen to</i> – sounds in the environment, vocal sounds, instrumental sounds, matching, sorting and reproducing sounds. <i>Rhythm</i> – follow steady beat or pulse, follow rhythms and patterns. <i>Movement</i> – in response to music, beat and rhythm. <i>Singing</i> – familiar songs, chants, activities which develop the voice as a sound maker. <i>Making Music</i> – using voice, objects, home-made and real musical instruments and a range of ICT.</p>			<p>Pupils should be taught to:</p> <p>use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <ul style="list-style-type: none"> • play tuned and untuned instruments musically • listen with concentration and understanding to a range of high-quality live and recorded music • experiment with, create, select and combine sounds using the interrelated dimensions of music 		
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<p>Musical Hall <i>Nellie the Elephant</i></p>	<p>Afropop The Lion Sleeps Tonight sung by Soweto Gospel Choir</p>	<p>Pop You've Got A Friend In Me by Randy Newman</p>	<p>Folk Molly Malone</p>	<p>Rock I Saw Her Standing there by The Beatles</p>	<p>Reggae Pass the Dutchie by Musical Youth</p>
<p>Classical <i>Dance of the Sugar Plum Fairy</i> by Pytor Tchaikovsky</p>	<p>Christmas Merry Christmas Everyone By Shakin Stevens</p>	<p>Film Music Meet the Familia By Germaine Franco</p>		<p>Classical Greensleeves</p>	<p>Campfire Songs</p>
Listen and Appraise					
Knowledge			Skills		
<ul style="list-style-type: none"> • To know five songs off by heart. • To know some songs have a chorus or a response/answer part. • To know that songs have a musical style. 			<ul style="list-style-type: none"> • To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. • To learn how songs can tell a story or describe an idea. 		
Games					



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Singing	
Knowledge	Skills
<ul style="list-style-type: none"> To know that music has a steady pulse, like a heartbeat. To know that we can create rhythms from words, our names, favourite food, colours and animals. Rhythms are different from the steady pulse. <p>We add high and low sounds, pitch, when we sing and play our instruments.</p>	<p>There are progressive Warm-up Games and Challenges within each Unit that embed pulse, rhythm and pitch. Children will complete the following in relation to the main song:</p> <ul style="list-style-type: none"> Game 1 – Have Fun Finding the Pulse! Find the pulse. Choose an animal and find the pulse. Game 2 – Rhythm Copy Back Listen to the rhythm and clap back. Copy back short rhythmic phrases based on words, with one and two syllables whilst marching the steady beat. Game 3 – Rhythm Copy Back, Your Turn Create rhythms for others to copy. Game 4 – Pitch Copy Back and Vocal Warm-up 1 Listen and sing back. Use your voices to copy back using ‘la’, whilst marching the steady beat. Game 4a – Pitch Copy Back and Vocal Warm-up 2 Listen and sing back, and some different vocal warm-ups. Use your voices to copy back using ‘la’.
Playing	
Knowledge	Skills
<ul style="list-style-type: none"> To confidently know and sing five songs from memory. To know that unison is everyone singing at the same time. Songs include other ways of using the voice e.g. rapping (spoken word). <ul style="list-style-type: none"> To know why we need to warm up our voices. 	<ul style="list-style-type: none"> Learn about voices singing notes of different pitches (high and low). Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm). Learn to find a comfortable singing position. <ul style="list-style-type: none"> Learn to start and stop singing when following a leader.



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Knowledge		Skills	
Know the names of tuned and untuned percussion instruments played in class.		<ul style="list-style-type: none"> • Treat instruments carefully and with respect. • Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part). • Play the part in time with the steady pulse. • Listen to and follow musical instructions from a leader. 	
Improvisation			
Knowledge		Skills	
<ul style="list-style-type: none"> • Improvisation is making up your own tunes on the spot. • When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. • Everyone can improvise, and you can use one or two notes. 		Use the tracks. Improvise using the three challenges: <ol style="list-style-type: none"> 1. Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words). 2. Sing, Play and Improvise – Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. 3. Improvise! – Take it in turns to improvise using one or two notes. 	
Composition			
Knowledge		Skills	
<ul style="list-style-type: none"> • Composing is like writing a story with music. • Everyone can compose. 		<ul style="list-style-type: none"> • Help create three simple melodies with the Units using one, three or five different notes. • Learn how the notes of the composition can be written down and changed if necessary. 	
Performance			
Knowledge		Skills	
<ul style="list-style-type: none"> • A performance is sharing music with an audience. • A performance can be a special occasion and involve a class, a year group or a whole school. 		<ul style="list-style-type: none"> • Choose a song they have learnt from the Scheme and perform it. • They can add their ideas to the performance. • Record the performance and say how they were feeling about it. 	



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| <ul style="list-style-type: none">• An audience can include your parents and friends. | |
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