



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 B					
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>Folk There’s a Hole in My Bucket</p>	<p>Pop You’ve Got a Friend in Me by Randy Newman</p>	<p>Folk Freres Jacques</p>	<p>Calypso Day-O (the Banana Boat Song) by Harry Belafonte</p>	<p>Music Hall Oh I do Like to be Beside the Seaside</p>	<p>Camp Fire Songs</p>
<p>Film Music Do You Want to build a Snowman From Frozen</p>	<p>Christmas Jingle Bell Rock by Bobby Helms</p>	<p>Classical The Carnival of the Animals by Camille Saint- Saens</p>		<p>Folk Puff the Magic Dragon by The New Seekers</p>	<p>Classical Water Suite No 2 in D Minor by George Frederic Handel</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					
Knowledge			Skills		



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<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’.
Singing	
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.
Playing	
Knowledge	Skills



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<p>Know the names of tuned and untuned percussion instruments played in class.</p>	<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. 	<p>Use the tracks. Improvise using the three challenges:</p> <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. • An audience can include your parents and friends. 	<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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