



# Music Curriculum

## EYFS, Year 1 and 2

## Intent

Music is a universal language that embodies one of the highest forms of creativity. As pupils progress, they should develop a critical engagement with music, allowing them to compose, and to listen with discrimination to the best in the musical canon.

(The National Curriculum)

Music teaching at Hillcrest Early Years Academy aims to follow the specifications of the National Curriculum; providing a broad, balanced and differentiated curriculum and ensuring the progressive development of musical concepts, knowledge and skills. At Hillcrest Early Years Academy we believe that music plays an integral role in helping children to feel part of a community, therefore we provide opportunities for all children to create, play, perform and enjoy music both in class and to an audience. Through assemblies and performances, children showcase their talent and their understanding of performing with awareness of others. Lessons enable children to develop their skills, appreciate a wide variety of music and begin to appraise a range of musical genres.

The aims of our Music curriculum are to develop pupils who:

- Enjoy and have an appreciation for music.
- Listen to, review and evaluate music across a range of historical periods, genres, cultures, styles and traditions.
- Can sing and use their voices to create different effects.
- Create and compose music, both on their own and with others.
- Use a range of musical language.
- Make judgements and express personal preferences about the quality and style of music.
- Take part in performances with an awareness of audience.

Implementation	<p>In the EYFS, children are given opportunities to explore a range of sounds through the use of musical instruments. They are encouraged to explore these instruments through independent learning choices and an adult led tasks. Key stage one has a designated music slot which is planned into a weekly timetable. The interactive music scheme 'Charanga' is the basis of these lessons, where children are encouraged to learn about different examples of music styles and genres from different times and places. These are explored through the language of music via active listening, performing and composing activities, which enable understanding of the context and genre. Throughout the scheme, children are actively involved in using and developing their singing voices, using body percussion and whole body actions, and learning to handle and play classroom instruments effectively to create and express their own and others' music. Through a range of whole class, group and individual activities, children have opportunities to explore sounds, listen actively, compose and perform.</p> <p>Musical opportunities in school include weekly assembly singing sessions, annual school play and Young Voices school choir. The school 'Music of the Week' exposes children to a variety of artists, musical instruments and genres stemming from the present day to the medieval era.</p>
Impact	<p>The integral nature of music and the learner creates an enormously rich palette from which a child may access fundamental abilities such as: achievement, self-confidence, interaction with and awareness of others, and self-reflection. Music will also develop an understanding of culture and history, both in relation to children individually, as well as ethnicities from across the world. Children are able to enjoy music in as many ways as they choose – either as listener, creator or performer. They can analyse music and comprehend its parts. They can sing and feel a pulse. They have an understanding of how to further develop skills less known to them, should they ever develop an interest in their lives.</p>

## EYFS Knowledge and Skills Progression

Unit	1 – Aut 1	2 – Aut 2	3 – Spr 1	4 – Spr 2	5 – Sum 1	6 – Sum 2
Title	Me!	My Stories	Everyone	Our World	Big Bear Funk	Reflect, Rewind and Replay
Main Songs	Pat-a-cake, 1, 2, 3, 4, 5, Once 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
Cross-curricular / topic-based focus	Growing, homes, colour, toys, how I look.	Imagination, Christmas, festivals, fairies, pirates, treasure, superheroes, let's pretend, once upon a time.	Family, friends, people, music from around the world.	Animals, jungle, minibeasts, night and day, sand and water, seaside, seasons, weather, sea, space.	Transition unit.	Consolidate learning and contextualise the history of music.
Explore and Create	Musical Activities that embed pulse, rhythm and pitch, explore voices and classroom instruments.					
Games Track	Find the pulse.	Find the pulse as one of the characters from the song.	Invent ways to find the pulse.	Find the pulse and show others your ideas.	Find a funky pulse.	Revise existing.

Copy Cat Rhythm Games	C Copy-clap the rhythm of names.	Copy-clap the rhythm of small phrases from the songs.	Copy-clap some rhythms of phrases from the songs.	. Copy-clap some rhythms of phrases from the songs.	Copy-clap 3 or 4 word phrases from the song.	Revise existing.
High and Low Games	Explore high sounds and low sounds using voices and glockenspiels.	Explore high pitch and low pitch in the context of the songs.	Explore high pitch and low pitch in the context of the songs.	Explore high pitch and low pitch using the images from the songs.		Revise existing.
High and Low Games A. Play Together					Keep the beat of the song with a pitched note.	Revise existing.
High and Low Games B. Pitch Activities					Add pitched notes to the rhythm of the words or phrases in the song.	Revise existing.
High and Low Games C. Extended Options					Enjoy playing patterns using a combination of any of the three notes C, D and E.	Revise existing.

Create your own Sounds using instruments		Invent a pattern to go with a song using one note.	Use the starting note to explore melodic patterns using one or two notes.	Use the starting note to explore melodic patterns using one or two notes.		Revise existing.
Instrument Notes		I'm A Little Teapot C, C + D The Grand Old Duke Of York C, C + D Ring O' Roses C, C + D Hickory Dickory Dock C, C + D The ABC Song D, D + E	Wind The Bobbin Up D, D + E Rock-a-bye Baby D, D + E If You're Happy And You Know It G, G + A	Old Macdonald Incy Wincy Spider G, G + A Baa Baa Black Sheep D, D + E Row, Row, Row Your Boat C, C + D Wheels On The Bus C, C + D The Hokey Cokey F, F + G	Big Bear Funk D, D + E, D + C	Revise existing.
Supporting Songs and Styles						
	Me! by Joanna Mangona	My Stories by Joanna Mangona	Everyone! by Joanna Mangona	Our World by Joanna Mangona	Big Bear Funk by Joanna Mangona	Reflect, Rewind and Replay
	Wide variety of musical styles as an introduction.	Wide variety of musical styles as an introduction.	Wide variety of musical styles as an introduction.	Wide variety of musical styles as an introduction.	Funk.	Classical.
	Celebration by Kool And The Gang Happy by Pharell Williams	Roll Alabama by Bellowhead Boogie Wonderland by Earth	We Are Family by Sister Sledge Thula Baba by Hlabalela Ensemble ABC	Lovely Day by Bill Withers Beyond The Sea sung by Robbie Williams	Big Bear Funk by Joanna Mangona I Feel Good by James Brown Don't You	William Tell Overture by Rossini Dance Of The Sugar Plum Fairy

Sing by The Carpenters Sing A Rainbow by Peggie Lee Happy Birthday by Stevie Wonder Our House by Madness	Wind And Fire Don't Go Breaking My Heart by Elton John and Kiki Dee Ganesh Is Fresh by MC Yogi Frosty The Snowman sung by Ella Fitzgerald Spiderman sung by Michael Bubl�	by The Jackson 5 My Mum Is Amazing (feat. Zain Bhikha) by Zimtech Productions Conga by Miami Sound Machine Horn Concerto No 4: Third Movement – Rondo by Mozart	Mars from The Planets Suite by Gustav Holst Frog's Legs And Dragon's Teeth by Bellowhead Ain't No Mountain High Enough sung by Marvin Gaye and Tammi Terral Singing In The Rain performed by Gene Kelly	Worry 'Bout a Thing sung by Incognito My Promise by Earth Wind And Fire Superstition by Stevie Wonder Pick Up The Pieces by Average White Band	by Tchaikovsky Flight Of The Bumblebee by Rimsky-Korsakov Jupiter, The Bringer Of Jollity by Gustav Holst Fantasia On A Theme by Thomas Tallis by Ralph Vaughan Williams E.T. Flying Theme by John Williams
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### Listen and Respond

Knowledge	Skills
<p>To know twenty nursery rhymes off by heart.</p> <p>To know the stories of some of the nursery rhymes.</p>	<p>To learn that music can touch your feelings.</p> <p>To enjoy moving to music by dancing, marching, being animals or Pop stars.</p>

### Explore and Create (Musical Activities)

Knowledge	Skills
<p>To know that we can move with the pulse of the music.</p> <p>To know that the words of songs can tell stories and paint pictures.</p>	<p>There are progressive Music Activities within each unit that embed pulse, rhythm and pitch. Children listen to and work with the Games Track to complete the following in relation to the main song:</p>

	<p>Activity A Games Track Find the pulse by copying a character in a nursery rhyme, imagining a similar character or object and finding different ways to keep the pulse.</p> <p>Activity B Copycat Rhythm Copy basic rhythm patterns of single words, building to short phrases from the song/s.</p> <p>Activity C High and Low Explore high and low using voices and sounds of characters in the songs. Listen to high-pitched and low-pitched sounds on a glockenspiel.</p> <p>Activity D Create Your Own Sounds Invent a pattern using one pitched note, keep the pulse throughout with a single note and begin to create simple 2-note patterns to accompany the song.</p> <p>Extension Activity Adding a 2-note melody to the rhythm of the words. Playing with two pitched notes to invent musical patterns</p>
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Singing

<p style="text-align: center;">Knowledge</p>	<p style="text-align: center;">Skills</p>
<p style="text-align: center;">To sing or rap nursery rhymes and simple songs from memory.</p> <p style="text-align: center;">Songs have sections.</p>	<p style="text-align: center;">To sing along with a pre-recorded song and add actions.</p> <p style="text-align: center;">To sing along with the backing track.</p>

Share and Perform

<p style="text-align: center;">Knowledge</p>	<p style="text-align: center;">Skills</p>
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A performance is sharing music.

Perform any of the nursery rhymes by singing and adding actions or dance.

Perform any nursery rhymes or songs adding a simple instrumental part.

Record the performance to talk about

## Knowledge and Skills Progression – Year 1

Unit	1 – Aut 1	2 – Aut 2	3 – Spr 1	4 – Spr 2	5 – Sum 1	6 – Sum 2
Title	Hey You	Rhythm In The Way We Walk and The Banana Rap	In the Groove	Round and Round	Your Imagination	Reflect, Rewind & Replay
Style of Main Song	Old School Hip-Hop	Reggae Blues	Blues, Baroque, Latin, Bhangra, Folk, Funk	Bossa Nova	Pop	Classical
Unit Theme	How pulse, rhythm and pitch work together.	Pulse, rhythm and pitch, rapping, dancing and singing.	How to be in the groove with different styles of music.	Pulse, rhythm and pitch in different styles of music.	Using your imagination.	The history of music, look back and consolidate your learning, learn some of the language of music.
Instrumental Parts						
Key	C		C	D Minor	C	Revise existing.
One Note	C		C	D	C	
Easy Part	C		C and D	D, F, C and D	C and G	
Medium Part	C and G		C and D	D, E, f, G and A	C, E and G	

Melody	C and G		C, G and A	D, F, G, A and C	E, G and A	
Warm-up Games	Progressive challenges within each Unit that include 4 games. The games build over the year, but the structure stays the same.					
Game 1	Find The Pulse Choose an animal and find the pulse					
Game 2	Rhythm Copy Back Listen to the rhythm and clap back					
Game 3	Rhythm Copy Back, Your Turn					
Game 4	Pitch Copy Back and Vocal Warm-up 1					
Game 4a	Pitch Copy Back and Vocal Warm-up 2					
Improvisation						
Challenge 1	Clap and Improvise Listen and clap back, then listen and clap your own answer (rhythms of words).		Clap and Improvise Listen and clap back, then listen and clap your own answer (rhythms of words).	Clap and Improvise Listen and clap back, then listen and clap your own answer (rhythms of words).	Clap and Improvise Listen and clap back, then listen and clap your own answer (rhythms of words).	Revise existing
Challenge 2	Sing, Play and Improvise Using voices and instruments, listen and sing back, then		Sing, Play and Improvise Using voices and instruments, listen and sing back, then listen and	Sing, Play and Improvise Using voices and instruments, listen and sing back, then listen	Sing, Play and Improvise Using voices and instruments, listen and sing back, then listen	

	listen and play your own answer using two notes, with C moving to D.		play your own answer using two notes, with C moving to D.	and play your own answer using two notes, with D moving to E.	and play your own answer using two notes, with D moving to E.
Challenge 3	Improvise! Take it in turns to improvise using C or C and D		Improvise! Take it in turns to improvise using C or C and D	Improvise! Take it in turns to improvise using D or D and E	Improvise! Take it in turns to improvise using D or D and E

### Composing

With one note	C		C		C	
With three notes	C, D and E		C, D and E		C, D and E	
With five notes	C, D, E, F and G		C, D, E, F and G		C, D, E, F and G	

### Supporting Songs and Styles

	Hey You! By Joanna Mangona	Rhythm In The Way We Walk and The Banana Rap by Joanna Mangona and Jane Sebba	In The Groove by Joanna Mangona	Round and Round by Joanna Mangona	Your Imagination by Joanna Mangona and Pete	Reflect, Rewind and Replay
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	Old-School Hip-Hop	Reggae	Blues, Baroque, Latin, Bhangra, Folk, Funk	Bossa Nova	Pop Classical	Classical
	Me, Myself And I by De La Soul Fresh Prince Of Bel-Air by Will Smith Rapper's Delight by The Sugarhill Gang U Can't Touch This by MC Hammer It's Like That by Run DMC	The Planets, Mars by Gustav Holst (Classical) Tubular Bells by Mike Oldfield (Pop) The Banana Rap by Jane Sebban (Hip Hop) Happy by Pharrell Williams (Pop) When I'm 64 by The Beatles (Pop)	How Blue Can You Get by B.B. King (Blues) Let The Bright Seraphim by Handel (Baroque) Livin' La Vida Loca by Ricky Martin (Latin/Pop) Jai Ho by J.R. Rahman (Bhangra/Bollywood) Lord Of The Dance by Ronan Hardiman (Irish) Diggin' On James Brown by Tower Of Power (Funk)	Livin' La Vida Loca by Ricky Martin (Latin/Pop) Imperial War March by John Williams (Film) It Had Better Be Tonight by Michael Bublé (Latin/Big Band) Why Don't You by Gramophonedzie (Big Band/Dance) Oya Como Va by Santana (Latin/Jazz)	Supercalifragilisticexpialidocious from Mary Poppins Pure Imagination from Willy Wonka & The Chocolate Factory soundtrack Daydream Believer by The Monkees Rainbow Connection from The Muppet Movie A Whole New World from Aladdin	A Song Before Sunrise by Frederick Delius – 20th Century The Firebird by Igor Stravinsky – 20th Century The Bird by Sergei Prokofiev – 20th Century Grand March from Aida by Giuseppe Verdi – Classical Bolero by Maurice Ravel – 20th Century The Lamb by John Tavener – Contemporary

### Listen and Appraise

Knowledge	Skills
<p>To know 5 songs off by heart.</p> <p>To know what the songs are about.</p> <p>To know and recognise the sound and names of some of the instruments they use.</p>	<p>To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</p>

## Games

### Knowledge

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.

### Skills

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:

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 to 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 to 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

To confidently sing or rap five songs from memory and sing them in unison.

### Skills

Learn about voices, singing notes of different pitches (high and low).

	<p>Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm.</p> <p>Learn to start and stop singing when following a leader.</p>
Playing	
Knowledge	Skills
<p>Learn the names of the notes in their instrumental part from memory or when written down.</p> <p>Learn the names of the instruments they are playing.</p>	<p>Treat instruments carefully and with respect.</p> <p>Play a tuned instrumental part with the song they perform.</p> <p>Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part).</p> <p>Listen to and follow musical instructions from a leader.</p>
Improvising	
Knowledge	Skills
<p>Improvisation is about making up your own tunes on the spot.</p> <p>When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</p> <p>Everyone can improvise!</p>	<p>Use the improvisation tracks provided. Improvise using the three challenges:</p> <ol style="list-style-type: none"> <li>1. Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words).</li> <li>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.</li> </ol>

3. Improvise! – Take it in turns to improvise using one or two notes.

## Composition

Knowledge

Skills

Composing is like writing a story with music.  
Everyone can compose.

Help to create a simple melody using one, two or three notes.  
Learn how the notes of the composition can be written down and changed if necessary.

## Performance

Knowledge

Skills

A performance is sharing music with other people, called an audience.

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.

## Knowledge and Skills Progression – Year 2

Unit	1	2	3	4	5	6
Title	Hands, Feet, Heart Replay	Ho, Ho, Ho	I Wanna Play in a Band	Zootime	Friendship Song	Reflect, Rewind & Replay
Style of Main Song	Afropop, South African	A song with rapping and improvising for Christmas	Rock	Reggae	Pop	Classical
Unit Theme	South African music	Festivals and Christmas	Playing together in a band	Reggae and animals	A song about being friends	The history of music, look back and consolidate your learning, learn some of the language of music
Instrument al Parts						
Key	G	G	D	C	C	Revise existing.
One Note	G	G	F	C	C	
Easy Part	G, A and C	G, A and B	D and C	C and D	E and G	
Medium Part	G, A, B and C	G, A and B	G, F and C	C and D	E, G, A and B	

Melody	E, F, G, A, B and C	N/A	C, D and F	C and D	C, D, E, F, G, A and B	
Warm-up Games	Progressive challenges within each Unit that include 4 games. The games build over the year, but the structure stays the same.					
Game 1	Find The Pulse Choose an animal and find the pulse					
Game 2	Rhythm Copy Back Listen to the rhythm and clap back					
Game 3	Rhythm Copy Back, Your Turn					
Game 4	Pitch Copy Back and Vocal Warm-up 1					
Game 4a	Pitch Copy Back and Vocal Warm-up 2					
Improvisation						
Challenge 1	Clap and Improvise Listen and clap back, then listen and clap your own answer (rhythms of words).		Clap and Improvise Listen and clap back, then listen and clap your own answer (rhythms of words).	Clap and Improvise Listen and clap back, then listen and clap your own answer (rhythms of words).	Clap and Improvise Listen and clap back, then listen and clap your own answer (rhythms of words).	Revise existing
Challenge 2	Sing, Play and Improvise Using voices and instruments, listen and sing back, then		Sing, Play and Improvise Using voices and instruments, listen and sing back, then listen and	Sing, Play and Improvise Using voices and instruments, listen and sing back, then listen	Sing, Play and Improvise Using voices and instruments, listen and sing back, then listen	

	listen and play your own answer using two notes, with C moving to D.		play your own answer using two notes, with F moving to G.	and play your own answer using two notes, with C moving to D.	and play your own answer using two notes, with C moving to D.	
Challenge 3	Improvise! Take it in turns to improvise using C or C and D		Improvise! Take it in turns to improvise using F or F and G	Improvise! Take it in turns to improvise using C or C and D	Improvise! Take it in turns to improvise using C or C and D	
Composing						
With one note	C		F	C	C	Revise existing
With three notes	C, D and E		F, G and A	C, D and E	C, D and E	
With five notes	C, D, E, F and G		F, G, A, B $\flat$ (A $\sharp$ ) and C	C, D, E, F and G	C, D, E, G and A	
Supporting Songs and Styles						
	Hands, Feet, Heart by Joanna Mangona	Ho, Ho, Ho by Joanna Mangona	I Wanna Play in a Band by Joanna	Zootime by Joanna Mangona Pete Readman Reflect, Rewind and Replay	Friendship Song by Joanna Mangona and Pete Readman	Reflect, Rewind and Replay

	Afro-pop, South African	A song with rapping and improvising for Christmas	Rock	Reggae	Pop	Classical
	Me, Myself And I by De La Soul Fresh Prince Of Bel-Air by Will Smith Rapper's Delight by The Sugarhill Gang U Can't Touch This by MC Hammer It's Like That by Run DMC	The Planets, Mars by Gustav Holst (Classical) Tubular Bells by Mike Oldfield (Pop) The Banana Rap by Jane Sebba (Hip Hop) Happy by Pharrell Williams (Pop) When I'm 64 by The Beatles (Pop)	How Blue Can You Get by B.B. King (Blues) Let The Bright Seraphim by Handel (Baroque) Livin' La Vida Loca by Ricky Martin (Latin/Pop) Jai Ho by J.R. Rahman (Bhangra/Bollywood) Lord Of The Dance by Ronan Hardiman (Irish) Diggin' On James Brown by Tower Of Power (Funk)	Livin' La Vida Loca by Ricky Martin (Latin/Pop) Imperial War March by John Williams (Film) It Had Better Be Tonight by Michael Bubl� (Latin/Big Band) Why Don't You by Gramophonedzie (Big Band/Dance) Oya Como Va by Santana (Latin/Jazz)	Supercalifragilisticexpialidocious from Mary Poppins Pure Imagination from Willy Wonka & The Chocolate Factory soundtrack Daydream Believer by The Monkees Rainbow Connection from The Muppet Movie A Whole New World from Aladdin	A Song Before Sunrise by Frederick Delius – 20th Century The Firebird by Igor Stravinsky – 20th Century The Bird by Sergei Prokofiev – 20th Century Grand March from Aida by Giuseppe Verdi – Classical Bolero by Maurice Ravel – 20th Century The Lamb by John Tavener – Contemporary

### Listen and Appraise

Knowledge	Skills
<p style="text-align: center;">To know five songs off by heart.</p> <p style="text-align: center;">To know some songs have a chorus or a response/answer part.</p>	<p style="text-align: center;">To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.</p> <p style="text-align: center;">To learn how songs can tell a story or describe an idea.</p>

To know that songs have a musical style.	
Games	
Knowledge	Skills
<p>To know that music has a steady pulse, like a heartbeat.</p> <p>To know that we can create rhythms from words, our names, favourite food, colours and animals.</p> <p>Rhythms are different from the steady pulse.</p> <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> <p>Game 1 – Have Fun Finding the Pulse! Find the pulse. Choose an animal and find the pulse.</p> <p>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.</p> <p>Game 3 – Rhythm Copy Back, Your Turn Create rhythms for others to copy.</p> <p>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.</p> <p>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’.</p>
Singing	
Knowledge	Skills

<p>To confidently know and sing five songs from memory.</p> <p>To know that unison is everyone singing at the same time.</p> <p>Songs include other ways of using the voice e.g. rapping (spoken word).</p> <p>To know why we need to warm up our voices.</p>	<p>Learn about voices singing notes of different pitches (high and low).</p> <p>Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm).</p> <p>Learn to find a comfortable singing position.</p> <p>Learn to start and stop singing when following a leader. .</p>
<p>Playing</p>	
<p>Knowledge</p>	<p>Skills</p>
<p>Learn the names of the notes in their instrumental part from memory or when written down.</p> <p>Know the names of untuned percussion instruments played in class.</p>	<p>Treat instruments carefully and with respect.</p> <p>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).</p> <p>Play the part in time with the steady pulse.</p> <p>Listen to and follow musical instructions from a leader.</p>
<p>Improvising</p>	
<p>Knowledge</p>	<p>Skills</p>
<p>Improvisation is making up your own tunes on the spot.</p>	<p>Use the improvisation tracks provided. Improvise using the three challenges:</p>

<p>When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them.</p> <p>Everyone can improvise, and you can use one or two notes.</p>	<ol style="list-style-type: none"> <li>1. Clap and Improvise – Listen and clap back, then listen and clap your own answer (rhythms of words).</li> <li>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.</li> <li>3. Improvise! – Take it in turns to improvise using one or two notes.</li> </ol>
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Composition

<p>Knowledge</p>	<p>Skills</p>
<p>Composing is like writing a story with music.</p> <p>Everyone can compose.</p>	<p>Help create three simple melodies with the Units using one, three or five different notes.</p> <p>Learn how the notes of the composition can be written down and changed if necessary.</p>

Performance

<p>Knowledge</p>	<p>Skills</p>
<p>A performance is sharing music with an audience.</p> <p>A performance can be a special occasion and involve a class, a year group or a whole school.</p> <p>An audience can include your parents and friends.</p>	<p>Choose a song they have learnt from the Scheme and perform it.</p> <p>They can add their ideas to the performance.</p> <p>Record the performance and say how they were feeling about it.</p>

## Music Vocabulary – Early Years

pulse, clap, rhythm, sounds, high, low, voice, chime bar, pitch, beat, melody, pattern, chime bar.

## Music Vocabulary – Year 1

Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, groove, audience, imagination.

## Music Vocabulary – Year 2

Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, rap, Reggae, chime bar.