

Music two year rolling programme Year A

2020/2021 2022/2023 2024/2025	Autumn	Spring	Summer
	<u>Dig it</u> By the end of this unit all children should be able to...	<u>Bright Sparks</u> By the end of this unit all children should be able to...	<u>What a wonderful World</u> By the end of this unit all children should be able to...
Diamond Class	<p>Listen to songs about new routines.</p> <p>Play a Christmas song on the boom whackers.</p> <p>30-50 months – To sing a few familiar songs. To imitate movement in response to music. To tap out simple repeated rhythms.</p> <p>40 -60 months –</p> <ul style="list-style-type: none"> To begin to build a repertoire of songs and dances. To explore the different sounds of instruments <p>EYFS Being Imaginative</p> <ul style="list-style-type: none"> To use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. <p>NC Focus Yr 1: •use their voices expressively and creatively by singing songs and speaking chants and rhymes</p>	<p>Music express – Year 1 – machines</p> <p>Music express –Year 1 – seasons</p> <p>30-50 months- To sing to self and make up simple songs. To make up rhythms. To explore and learn how sounds can be changed.</p> <p>EYFS Being Imaginative</p> <ul style="list-style-type: none"> To use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. <p>EYFS – Understanding the world</p> <p><u>Technology</u></p> <ul style="list-style-type: none"> To recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes. <p>NC Focus Yr 1: experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p>Play tuned instruments- boom whackers.</p> <p>Listen and evaluate a range of different music.</p> <p>40 -60 months To explore the different sounds of instruments</p> <p>EYFS Being Imaginative</p> <ul style="list-style-type: none"> To use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. <p>NC Focus Yr 1: play tuned and detuned instruments musically</p> <p>NC Focus Yr 1: listen with concentration and understanding to a range of high-quality live and recorded music</p>
Ruby Class	<p>Music express – Year 2 – Ourselves.</p> <p>Learn a Christmas song on Boom whackers and glockenspiels.</p>	<p>Music express – Year 1 – machines</p> <p>Music express – Year 2 – seasons.</p>	<p>Play tuned instruments- boom whackers.</p> <p>NC Focus: play tuned and detuned instruments musically</p>

	<p>NC Focus: •use their voices expressively and creatively by singing songs and speaking chants and rhymes</p>	<p>NC Focus: experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p>NC Focus: listen with concentration and understanding to a range of high-quality live and recorded music</p>
<p>Topaz Class</p>	<p>Music express – Year 2- ourselves Learn a Christmas song on boom whackers/glockenspiels. NC Focus Yr 2 :•use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>NC Focus Yr 3: •listen with attention to detail and recall sounds with increasing aural memory</p> <p>NC Focus Year 3: •play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>	<p>Music express – Year 3 – building (beat) Music express- Year 2 – animals (Pitch) NC Focus: experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>NC Focus Year 3: improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>NC Focus Year 3: use and understand staff and other musical notations</p>	<p>Listen to a range of music from different eras.</p> <p>Present a fact file about a chosen composer through time.</p> <p>NC Focus Y2: play tuned and detuned instruments musically.</p> <p>NC Focus Year 3: develop an understanding of the history of music.</p> <p>NC Focus Year 2: listen with concentration and understanding to a range of high-quality live and recorded music</p> <p>NC Focus Year 3: appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>
<p>Emerald Class</p>	<p>Music Express – Year 3 – building (beat) NC Focus: •listen with attention to detail and recall sounds with increasing aural memory</p> <p>NC Focus: •play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>	<p>Music express- Year 4 – Around the world (pitch) Music express: Year 3 - environment (composition)</p> <p>improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>NC Focus: use and understand staff and other musical notations</p>	<p>All KS2 classes learn about a different composer from a history of time. Then children to meet and teach each other about their composer. Children to evaluate their favourite piece of music.</p> <p>NC Focus: develop an understanding of the history of music.</p> <p>NC Focus: appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>
<p>Sapphire Class</p>	<p>Music express – Year 4 – sounds (exploring sounds) Learn a Christmas song on the boom whackers. NC Focus: •listen with attention to detail and recall sounds with increasing aural memory</p>	<p>Music express – Year 5- keeping healthy-(beat) Music express- Year 4 – in the past (notation)</p> <p>NC Focus: improvise and compose music for a range of purposes using the inter-related dimensions of music</p>	<p>All KS2 classes learn about a different composer from a history of time. Then children to meet and teach each other about their composer. Children to evaluate their favourite piece of music.</p>

	NC Focus: •play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	NC Focus: use and understand staff and other musical notations	NC Focus: develop an understanding of the history of music. NC Focus: appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
Amethyst Class	<p>Music express – Year 5 – at the movies. Learn a Christmas song on the boom whackers.</p> <p>NC Focus: listen with attention to detail and recall sounds with increasing aural memory.</p> <p>NC Focus: •play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>	<p>Music express – Year 6- roots (mini musical performance)</p> <p>Music express Year 5 – keeping healthy (beat)</p> <p>NC Focus: improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>NC Focus: use and understand staff and other musical notations</p>	<p>All KS2 classes learn about a different composer from a history of time. Then children to meet and teach each other about their composer. Children to evaluate their favourite piece of music.</p> <p>NC Focus: develop an understanding of the history of music.</p> <p>NC Focus: appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>

Music two year rolling programme Year B



2021/2022 2023/2024 2025/2026	Autumn	Spring	Summer
	<u>Travel Through Time</u> <small>By the end of this unit all children should be able to...</small>	<u>Infinity and Beyond</u> <small>By the end of this unit all children should be able to...</small>	<u>All the Worlds a stage</u> <small>By the end of this unit all children should be able to...</small>
Diamond Class	<p>Foundation Music express unit – going places Musical focus pitch.</p> <p>Learn a Christmas song and keep a regular beat using percussion instruments – foundation skills builder lesson – beat.</p>	<p>Year 1 - Music express unit – going places</p> <p>Foundation skills builder- rhythm.</p>	<p>Play tuned instruments- boom whackers.</p> <p>Listen and evaluate a range of different music. (worship and summer production)</p> <p>Year 1 – Music express unit – water</p> <p>Foundation skills builder- pitch.</p>

NC Links	<p>30-50 months – To sing a few familiar songs. To imitate movement in response to music. To tap out simple repeated rhythms.</p> <p>40 -60 months –</p> <ul style="list-style-type: none"> To begin to build a repertoire of songs and dances. To explore the different sounds of instruments <p>NC Focus Yr 1: • play tuned and detuned instruments musically</p> <p>NC Focus Yr 1: play tuned and detuned instruments musically</p>	<p>30-50 months- To sing to self and make up simple songs. To make up rhythms. To explore and learn how sounds can be changed.</p> <p>EYFS Being Imaginative</p> <ul style="list-style-type: none"> To use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thoughts and feelings through design and technology, art, music, dance, role play and stories. <p>NC Focus Yr 1: •use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>NC Focus Yr 1: experiment with, create, select and combine sounds using the inter-related dimensions of music.</p>	<p>NC Focus Yr 1: experiment with, create, select and combine sounds using the inter-related dimensions of music.</p> <p>NC Focus Yr 1: listen with concentration and understanding to a range of high-quality live and recorded music</p>
Cultural capital links	<p>Sing a song on a rainy day.</p> <p>Make your own instrument out of junk material.</p>	<p>Visit a place with animals and listen to the sounds they make.</p> <p>Bake a treat to share.</p>	<p>Play a game with water.</p> <p>Look at waterfall either in person or on a video.</p>
Topic outcomes.	<p>Children will be able to name different instruments. Children will be able to explore the sounds of different instruments. They will be able to sing a range of simple songs and confidently tap out rhythms.</p>	<p>Children will be able to name different instruments. Children will be able to explore the sounds of different instruments. They will be able to sing a range of simple songs. To be able to explore and learn that sounds can be change.</p>	<p>Listen to high quality and recorded music and evaluate the music listened to using musical terms and vocabulary. Make personal choices for their own compositions.</p>

<p>NC Links</p>	<p>NC Focus Yr 2 :•use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>NC Focus Yr 3: •listen with attention to detail and recall sounds with increasing aural memory</p> <p>NC Focus Year 3: •play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>	<p>NC Focus Yr 2 :•use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>NC Focus Yr 3: •listen with attention to detail and recall sounds with increasing aural memory</p>	<p>NC Focus Yr 2:•use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>NC Focus: appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.</p>
<p>Cultural capital links</p>	<p>Read the story of Pinocchio.</p> <p>Perform their Christmas song for another class or invite members of the community in.</p>	<p>Go for a woodland walk and look at creepy crawlies. Listen carefully if they make any noise.</p> <p>Safely explore different sounds you can make with rocks.</p>	<p>Show and tell time sharing a song by the children favourite band, artist or composer.</p> <p>Make a dance to a favourite song.</p> <p>Watch a clip of professional dancers and look at the way they move to music.</p>
<p>Topic outcomes</p>	<p>Children will be able to describe the difference between tuned and detuned instruments. They will understand and be able to describe the musical term beat. They will be able to confident perform a song on a theme. Children will be able to recall sounds with increasing aural memory.</p>	<p>Children will be able to apply expression to their voice to convey the feeling of a song. They will understand and be able to describe the musical term rhythm. Children will be able to recall sounds with increasing aural memory.</p>	<p>Children will be able to apply expression to their voice to convey the feeling of a song. They will understand and be able to describe the musical term pitch. They will be able to describe a composer and identify some of their work.</p>
<p>Emerald Class</p>	<p>Music express -Skills builder – Year 3 to 6- beat. . twos and fours</p> <p>Learn a Christmas song on a tuned instrument. (boom whackers or glockenspiels)</p>	<p>Music express -Skills builder – Year 3 to 6- rhythm . Pop of the peeps.</p> <p>Music express unit – Year 3 - communication</p>	<p>Music express -Skills builder – Year 3 to 6- pitch .Line by line</p> <p>All KS2 classes learn about a different composer from a history of time. Then children to meet and teach each other about their composer. Children to evaluate their favourite piece of music. Ensure a different set of three composers from previous year.</p>
<p>NC Links</p>	<p>•play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>	<p>listen with attention to detail and recall sounds with increasing aural memory</p> <p>•use and understand staff and other musical notations</p>	<p>NC Focus: develop an understanding of the history of music.</p> <p>NC Focus: appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>

		improvise and compose music for a range of purposes using the inter-related dimensions of music	
Cultural capital	<p>Perform their Christmas song for another class or invite members of the community in.</p> <p>Prepare a Christmas themed snack to share with their audience.</p>	<p>Make a string telephone and experiment communicating sounds to a friend.</p> <p>Record different sounds for the class to guess what it is.</p>	<p>Listen to composers from a different country.</p> <p>Show and tell a favourite pop solo artist or pop band.</p>
Topic Outcomes	Children will be able to describe the difference between tuned and detuned instruments. They will understand and be able to describe the musical term beat. They will be able to confidently perform a song on a theme. Children will be able to recall sounds with increasing aural memory.	To be able to use and understand different musical notations. Children will be able to recall sounds with increasing aural memory. They will understand the term rhythm.	Children will understand the musical term pitch. They will have developed an understanding of music from a part of history. Children will be able to evaluate and offer opinions on a live performance.
Sapphire Class	<p>Music express -Skills builder – Year 3 to 6- beat. .Ping pong</p> <p>Learn a Christmas song on a tuned instrument. (boom whackers or glockenspiels)</p>	<p>Music express -Skills builder – Year 3 to 6- rhythm .slide it</p> <p>Music express unit – Year 4 – communication.</p>	<p>Music express -Skills builder – Year 3 to 6- pitch .Ping pong pitch</p> <p>All KS2 classes learn about a different composer from a history of time. Then children to meet and teach each other about their composer. Children to evaluate their favourite piece of music. Ensure a different set of three composers from previous year.</p>
NC Links	<ul style="list-style-type: none"> •play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression 	<p>listen with attention to detail and recall sounds with increasing aural memory</p> <ul style="list-style-type: none"> •use and understand staff and other musical notations <p>improvise and compose music for a range of purposes using the inter-related dimensions of music</p>	<p>NC Focus: develop an understanding of the history of music.</p> <p>NC Focus: appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>
Cultural capital	<p>Perform a song in the Carol service.</p> <p>Star gaze on a clear night.</p>	<p>Listen to a piece of music and create a piece of artwork based on it.</p> <p>Perform a song for a younger class.</p>	<p>Play or watch a game of table tennis. Can you make different rhythms batting a ping pong ball with a partner?</p> <p>Invite an older member of the community to discuss the most popular music of their generation.</p>

Topic Outcomes	Children will be able to describe the difference between tuned and detuned instruments. They will understand and be able to describe the musical term beat. They will be able to confidently perform a song on a theme. Children will be able to recall sounds with increasing aural memory.	Children will understand the musical term rhythm. To be able to use and understand different musical notations. Children will be able to recall sounds with increasing aural memory.	Children will understand the musical term pitch. They will have developed an understanding of music from a part of history. Children will be able to evaluate and offer opinions on a live performance.
Amethyst Class	<p>Music express -Skills builder – Year 3 to 6- beat .Beat it</p> <p>Learn a Christmas song on a tuned instrument. (boom whackers or glockenspiels)</p>	<p>Music express -Skills builder – Year 3 to 6-rhythm . Twang and crow.</p> <p>Music express unit – Year 5- solar system.</p>	<p>Music express -Skills builder – Year 3 to 6- pitch .Smooth it</p> <p>All KS2 classes learn about a different composer from a history of time. Then children to meet and teach each other about their composer. Children to evaluate their favourite piece of music. Ensure a different set of three composers from previous year.</p>
NC Links	<ul style="list-style-type: none"> •play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression <p>listen with attention to detail and recall sounds with increasing aural memory</p> <ul style="list-style-type: none"> •use and understand staff and other musical notations 	<p>listen with attention to detail and recall sounds with increasing aural memory</p> <ul style="list-style-type: none"> •use and understand staff and other musical notations <p>improvise and compose music for a range of purposes using the inter-related dimensions of music</p>	<p>NC Focus: develop an understanding of the history of music.</p> <p>NC Focus: appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>
Cultural capital	<p>Perform a song in the Carol service.</p> <p>Make Christmas biscuits and share them with the school or local community.</p>	<p>Watch a clip of the first moon landing.</p> <p>Create a fictional planet.</p>	<p>Select a song to perform in the Year 6 leavers assembly.</p> <p>Create music in the forest school.</p>
Topic outcomes	Children will be able to describe the difference between tuned and detuned instruments. They will understand and be able to describe the musical term beat. They will be able to confidently perform a song on a theme. Children will be able to recall sounds with increasing aural memory.	Children will understand the musical term rhythm. To be able to use and understand different musical notations. Children will be able to recall sounds with increasing aural memory.	Children will understand the musical term pitch. They will have developed an understanding of music from a part of history. Children will be able to evaluate and offer opinions on a live performance.

