

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Nursery	<p>Children will learn to move their body to music and join in with songs. Children will sing to familiar songs.</p> <p>Songs and rhymes include: Walking Through the Jungle; Barney Bear is Walking; Dr Foster; I Hear Thunder; It's Raining, It's Pouring; Mary, Mary Quite Contrary; When Goldilocks Went to the House of the Bears.</p>		<p>Children will join in with songs, rhymes and actions.</p> <p>Songs and rhymes include: Head, Shoulders, Knees and Toes; Pat-A-Cake, Pat-A-Cake; 5 Currant Buns; The Wheels on the Bus; I've Got a Body; Hickory Dickory Dock; Old MacDonald Had a Farm; Mary Had a Little Lamb; Baa Baa Black Sheep; Going on a Bear Hunt and Wiggly Woo.</p>		<p>Children will join in with songs, rhymes and actions</p> <p>Songs and rhymes include: Twinkle, Twinkle, Wind the Bobbin Up; Row, Row, Row Your Boat; I'm a Little Teapot; Miss Polly and Going to Build a House Boat.</p>	
Reception	<p><u>Me</u> Listen and respond to different styles of music. Explore and create sound using voices. Sing nursery rhymes and action songs. Perform and share ideas. (Charanga)</p>	<p><u>My Stories</u> Listen and respond to different styles of music. Explore and create sound using voices. Learn and sing Christmas style songs with action Perform and share ideas. (Charanga)</p>	<p><u>Everyone!</u> Listen and respond to Music from around the world. Explore and create pulse as a musical heartbeat. Sing nursery rhymes and 2 action songs. Perform and share ideas. (Charanga)</p>	<p><u>Our World</u> Listen and respond to Music involving nature based sounds and themes. Explore high and low sounds (pitch), Sing nursery rhymes and 2 action songs. Perform and share ideas. (Charanga)</p>	<p><u>Big bear funk</u> Listen and Appraise the focus song, forming opinions about the genre. Learn about the interrelated dimensions of music through singing, improvising and playing classroom instruments. (Charanga)</p>	<p><u>Reflect, rewind and replay</u> A consolidation of learning throughout the year. (Charanga)</p>
Year 1	<p><u>Hey You!</u> Listen and Appraise Hey You. March in time with the pulse. Copy and clap back rhythms.</p>	<p><u>Rhythm in the way we walk and banana rap</u> Listen and Appraise Hey You. Find a pulse using actions.</p>	<p><u>Weather and Seasons</u> Identify different sounds and instruments used in pieces of Music.</p>	<p><u>In the Groove</u> Listen and Appraise Blues, Baroque, Latin, Bhangra, Folk and Funk genres. Copy and clap back rhythms.</p>	<p><u>Round and Round</u> Be imaginative in finding the pulse in different ways. Copy and clap back rhythms.</p>	<p><u>Reflect, rewind and replay</u> A consolidation of learning throughout the year. (Charanga)</p>

	<p>Clap the rhythm of your name. Compose rhythms to clap. Rap and sing 'Hey You' Play 'Hey You' on the glockenspiel. Improve and Compose using notes C, D and E. (Charanga)</p>	<p>Copy and clap back rhythms. Clap the rhythm of colour names. Identify pitch in high and low sounds. Rap and Sing focus songs. Perform as a class. (Charanga)</p>	<p>Explore pitch and its relation to how it makes you feel. Attribute pitch and tempo to the different seasons. Explore using different instruments to make natural sounds, such as thunder and rain. (Music Express)</p>	<p>Clap the rhythm of different words. Learn to Sing In The Groove. Learn to play In The Groove on the Glockenspiel. Improvise and compose using notes C, D and E. Perform as a class. (Charanga)</p>	<p>Compose rhythms to clap. Identify pitch in high and low sounds. Learn to sing In The Groove. Learn to play In The Groove on the Glockenspiel. Improve and compose using notes A, F, C, and D. (Charanga)</p>	
Year 2	<p><u>I wanna play in a band</u> Listen and Appraise Rock Music. Find the pulse to a piece of Music. Use call and response to clap rhythms. Learn to sing I Wanna Play in a Band. Learn to play I Wanna Play in a Band on an untunes instrument. Improvise and compose using notes F, G and A. Perform as a class. (Charanga)</p>	<p><u>Weather</u> Identify different sounds and instruments used in pieces of Music. Attribute pitch and tempo to the different seasons. Find instruments and body parts to make different sounds associated to the weather. (Music Express) Christmas play</p>	<p><u>Recorders</u> Learning to hold a recorder accurately. Exploring how to make a sound on the recorder. Identifying the best technique to make sounds. Making a sound on the first beat of a bar. (Charanga)</p>	<p><u>Hands, feet, heart</u> Listen and Appraise South African k Music. Find the pulse to a piece of Music. Use call and response to clap rhythms. Learn to sing Hands, Feet, Heart. Learn to play Hands, Feet, Heart on the recorder. Improvise and compose using notes C, D and E Perform as a class. (Charanga)</p>	<p><u>Recorders</u> Learning to play songs with multiple notes used. Learning to play crotchets, minis, semibreves and include rests. Improvise using the recorder. Play as an accompaniment to a melody. (Charanga)</p>	<p><u>Reflect, rewind and replay</u> A consolidation of learning throughout the year. (Charanga)</p>
Year 3	<p><u>Recorders – intro</u> Hold the recorders correctly. Play notes B, A and G.</p>	<p><u>Vocal - African</u> Sing mostly in tune with confidence and expression.</p>	<p><u>Winter – BBC Ten Pieces</u> Begin to recognise different instrument families.</p>	<p><u>Recorders - melody</u> Play B A G E high D and high C o read the notes B, A and G in formal notation.</p>	<p><u>Vocal – rounds & partner songs 1</u> Warm-up my voice singing a range of simple</p>	<p><u>Little Train of Caipira BBC Ten Pieces</u> Listen to and reflect on a piece of orchestral music.</p>

	Copy melodic patterns played by the teacher Follow a conductor for start/stop louder/quieter faster/slower signs. Change the type of sound I play (high/low fast/slow loud/ quiet)	Maintain a good posture when singing. Breathe correctly when singing. Identify and describe the pitch of notes. Develop skills of pitch matching . Learn to sing African style songs.	Categorise different instruments into their families. Listen to and reflect on a piece of orchestral music. Create my own piece of music using instruments and voice. Perform as part of an ensemble	Play with a nice sound and good control. o recognise the symbols for crotchet, crotchet rest, quaver and minim. Change between notes more fluently crotchets, minis, semibreves and include rests.	rounds and partner songs. Pitch match sing in tune annunciate. Clearly sing in a group follow a conductor perform with confidence. Listen to other parts whilst maintaining my own control dynamics when singing Learn to sing and perform partner sounds.	Create my own piece of music using instruments and voice. Perform as part of an ensemble. Play accurately along to pulse, which gets faster. Use pitched and unpitched classroom percussion instruments to create my own motifs.
Year 4	Wider Opportunities – Wigan Music Service Through out the year, the children will learn how to play a number of musical pieces on Orchestral string instruments.					
Year 4	Curriculum Teaching – Wigan Music Service Sing rounds, partner songs, songs with verse and chorus. Develop understanding of how to Pitch match Sing with accurate diction Sing in a group Follow a conductor Perform confidently Listen to other parts whilst maintaining my own	Curriculum Teaching – Wigan Music Service Describe the interrelated dimensions of music and how they create different moods and effects. Follow the pulse of a piece of music Compose a motif and arrange it to include crescendo. Compose a coda for a piece of music. Follow simple directions and respond with fluency and control.	Curriculum Teaching – Wigan Music Service Listen and reflect on a piece of orchestral music. Compose my own piece of music using instruments and voice. Make improvements to own work, explaining reasons for changes Perform in an ensemble. Maintain a simple rhythm part independently, keeping in time to the pulse. Play a variety of rhythm patterns with accuracy			
Year 5	Ukulele 1 - Intro Hold a ukulele correctly. Play open strings. Down strum simple chords correctly. Play in time with others.	Vocal – Happy Charanga Sing in tune with confidence and expression. Sing expressively, showing an awareness of style.	Connect It BBC Ten Pieces Recognise different instrument families. Categorise different instruments into their families.	Ukulele unit 2 – basics. Identify note names of each open string. Play A minor, C major and F major. Read a chord diagram Play in solo and ensemble contexts	Vocal – 2-part songs Communicate expressively to an audience Sing a wide variety of songs: unison, partner,	Mars – Holst BBC Ten Pieces Compose music for a range of purposes using the interrelated dimensions. Understand and control interrelated

	<p>Recognise the difference between major and minor chords. Identify note names of each open string. Play A minor, C major and F major. Read a chord diagram.</p>	<p>Demonstrating the ability to control tempo and dynamics appropriately.</p>	<p>Listen to and reflect on a piece of orchestral music. Improvise rhythmic and melodic phrases using the voice and instruments.</p>	<p>with fluency and expression.</p>	<p>canon, songs with 2 or more parts.</p>	<p>dimensions to achieve intended effects.</p>
<p>Year 6</p>	<p><u>Ukulele 1 - Intro</u> Hold a ukulele correctly. Play open strings. Down strum simple chords correctly. Play in time with others. Recognise the difference between major and minor chords. Identify note names of each open string. Play A minor, C major and F major. Read a chord diagram</p>	<p><u>Vocal – Musical Theatre</u> Sing in tune with confidence and expression. Communicate expressively to an audience. Sing a range of musical theatre songs. Perform to tell a story. Maintain a good posture when singing. Breathe correctly when singing. Use clear diction. Perform and convey characters through song.</p>	<p><u>Film Music</u> Listen with attention to detail and evaluate musical features. Recognise the sounds from an increasing number of instruments. Recognise the characteristics of different styles of music.</p>	<p><u>Ride of the Valkyries BBC Ten Pieces (leitmotif)</u> Compose music to create an effect. Make improvements to my work and suggest improvements to the work of others. Recognise leitmotifs from the music. Listen with attention to musical detail and comment on how the music creates intended effects</p>	<p><u>Ukulele unit 3 – Blues & improvising</u> Play 12-bar blues. Use the pentatonic blues scale to improvise in time with the music. Play a solo and understand how musical parts fit together. Use Tab as notation for the ukulele. Play 12-bar blues in C Major. When to start and stop my solo or improvisation. Explore the History Blues Music.</p>	<p><u>Song writing-</u> Communicate expressively to an audience showing awareness of place and occasion. Use understanding of the interrelated dimensions of music to contribute ideas to a group/solo composition. Make improvements to my work and suggest improvements to others. Write a melody and lyrics for a song.</p>