







Y1	Autumn 1 Topic: Space	Autumn 2 Traditional Tales	Spring 1 Topic: Northfield	Spring 2 Topic: Lego	Summer 1 Topic: Animals	Summer 2 Topic: The Seaside
Knowledge Curriculum coverage	Play tuned and untuned instruments musically	Use their voices expressively and creatively by singing songs and speaking chants and rhymes	Listen with concentration and understanding to a range of high-quality live and recorded music	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 AND Speak chants and rhymes	Use their voices expressively and creatively by singing songs and speaking chants and rhymes
Y2	Autumn 1 Topic: Tales With a Twist	Autumn 2 Topic: Castles and Christmas	Spring 1 Topic: Bostin' Birmingham	Spring 2 Topic: George Cadbury/ Easter	Summer 1 Topic: All around the world	Summer 2 Topic: All around the world
Knowledge Curriculum coverage	Use their voices expressively and creatively by singing songs and speaking chants and rhymes	Use their voices expressively and creatively by singing songs and speaking chants and rhymes	Play tuned and untuned instruments musically	Use their voices expressively and creatively by singing songs and speaking chants and rhymes	Listen with concentration and understanding to a range of high-quality live and recorded music	Listen with concentration and understanding to a range of high-quality live and recorded music

Year 1		
Knowledge 	Skills 	Vocabulary 
<ol style="list-style-type: none"> 1. Play tuned and untuned instruments musically 2. Experiment with, create, select and combine sounds using the interrelated dimensions of music AND Use voices expressively 3. Listen with concentration and understanding to a range of high-quality live and recorded music 4. Listen with concentration and understanding to a range of high-quality live and recorded music 5. Experiment with, create, select and combine sounds using the interrelated dimensions of music AND Speak chants and rhymes 6. Play tuned and untuned instruments musically AND Use their voices expressively and creatively by singing songs and speaking chants and rhymes 	<ul style="list-style-type: none"> • Use body percussion, instruments and voices. In the key centres of: C major, F major, G major and A minor. • Find and keep a steady beat together. • Understand the difference between creating a rhythm pattern and a pitch pattern. • Copy back simple rhythmic patterns using long and short. • Copy back simple melodic patterns using high and low. • Complete vocal warm-ups • Move and dance with the music. • Find the steady beat. • Talk about feelings created by the music. • Recognise some band and orchestral instruments. • Describe tempo as fast or slow. • Describe dynamics as loud and quiet. • Join in sections of the song, eg chorus. • Begin to understand where the music fits in the world. • Begin to understand about different styles of music. • Sing, rap, rhyme, chant and use spoken word. • Demonstrate good singing posture. • Sing songs from memory. • Copy back intervals of an octave and fifth (high, low). • Sing in unison. • Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation • Rehearse and learn to play a simple melodic instrumental part by ear or from simple notation, in C major, F major, D major and D minor. • Explore improvisation within a major and minor scale • Improvise simple vocal patterns using 'Question and Answer' phrases. • Understand the difference between creating a rhythm pattern and a pitch pattern • Create musical sound effects and short sequences of sounds in response to music and video stimulus. • Create a story, choosing and playing classroom instruments and/or soundmakers. 	<ul style="list-style-type: none"> • Pulse • Rhythm • Composition • Instruments • Percussion • Brass • String • Woodwind • Long • Short • High • Low • Loud • Soft • Melody • Performance • Body percussion • Beat • Pattern • Pitch • Orchestra • Chorus • Verse • Bridge • Tempo • Slow • Fast • Graphic score • Sound effects • perform

	<ul style="list-style-type: none">• Recognise how graphic notation can represent created sounds.• Explore and invent your own symbols.• Enjoy and have fun performing.• Choose a song/songs to perform to a well-known audience.• Prepare a song to perform.• Communicate the meaning of the song.• Add actions to the song.• Play some simple instrumental parts.	
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Year 2		
Knowledge 	Skills 	Vocabulary 
<ol style="list-style-type: none"> 1. Experiment with, create, select and combine sounds using the interrelated dimensions of music 2. Use their voices expressively and creatively by singing songs and speaking chants and rhymes 3. Play tuned and untuned instruments musically 4. Use their voices expressively and creatively by singing songs and speaking chants and rhymes 5. Listen with concentration and understanding to a range of high-quality live and recorded music 6. Listen with concentration and understanding to a range of high-quality live and recorded music 	<ul style="list-style-type: none"> • Use body percussion, instruments and voices. In the key centres of: C major, G major and A minor. • Find and keep a steady beat. • Copy back simple rhythmic patterns using long and short. • Copy back simple melodic patterns using high and low. • Complete vocal warm-ups • Sing short phrases independently. • Mark the beat of a listening piece by tapping or clapping and recognising tempo, as well as changes in tempo. • Walk in time to the beat of a piece of music. • Identify the beat groupings in the music you sing and listen, • Move and dance with the music confidently. • Talk about how the music makes you feel. • Find different steady beats. • Describe tempo as fast or slow. • Describe dynamics as loud or quiet. • Join in sections of the song, eg call and response. • Start to talk about the style of a piece of music. • Recognise some band and orchestral instruments. • Start to talk about where music might fit into the world • Sing as part of a choir. • Demonstrate good singing posture. • Sing songs from memory and/or from notation. • Sing to communicate the meaning of the words. • Sing in unison and sometimes in parts, and with more pitching accuracy. • Understand and follow the leader or conductor. • Add actions to a song. • Move confidently to a steady beat. • Talk about feelings created by the music/song. • Recognise some band and orchestral instruments. • Describe tempo as fast or slow. • Join in sections of the song, eg chorus. • Begin to understand where the music fits in the world. • Begin to talk about and understand the style of the music. 	<ul style="list-style-type: none"> • Dynamics • Tempo • Pitch • Beat • Instruments • Music style, e.g. rock, jazz, classical, etc. • Arrangement • Chant • Chords • Note values • Crochet • Minim • Quaver • Rest • Dot notation • Time signature • Accompaniment • Staccato • Legato • Ensemble • Tuned • Untuned • Key • Major • Minor • Beat groupings • Choir • Unison • Pitch • Crescendo • Decrescendo • improvise

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| | <ul style="list-style-type: none"> • Know the meaning of dynamics (loud/quiet) and tempo (fast/slow), and be able to demonstrate these when singing by responding to (a) the leader's directions and (b) visual symbols (eg crescendo, decrescendo, pause). • Explore ways of representing high and low sounds, and long and short sounds, using symbols and any appropriate means of notation. • Explore standard notation, using crotchets, quavers, minims and semibreves, and simple combinations • Identify hand signals as notation, and recognise music notation on a stave of five lines. • Rehearse and learn to play a simple melodic instrumental part by ear or from notation, in C major, F major and G major. • Rehearse and learn a simple instrumental part by ear or from notation, using the notes G, A, B, B\flat, C, E and F. • Work with a partner and in the class to improvise simple 'Question and Answer' phrases, to be sung and played on untuned percussion, creating a musical conversation. • Create musical sound effects and short sequences of sounds in response to music and video stimulus. • Use graphic symbols, dot notation and stick notation, as appropriate, to keep a record of composed pieces. • Create a story, choosing and playing classroom instruments. • Create and perform your own rhythm patterns with stick notation, including crotchets, quavers and minims. • Practise, rehearse and share a song that has been learned in the lesson, from memory or with notation, and with confidence. • Decide on any actions, instrumental parts/improvisatory ideas/composed passages to be practised and included in the performance. • Talk about what the song means and why it was chosen to share. • Talk about the difference between rehearsing a song and performing it. | |
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