

		2022-23					
Year	Teacher	1a	1b	2a	2b	3a	3b
1	L	Learn solfa scale (do, re, mi) and realise it can start anywhere and still work. https://bit.ly/3QYZjFo Begin to sing nursery rhymes using do re mi instead of words. (guess the rhyme! etc) Create songs with the children using do re mi. Realise we use a lot to sound nice, anything else often used? Introduce rhythm as well - taa-aa, tee tee, tika tika, tiki tiki tiki tiki.	Apply solfa to instruments, look at tuning first (ukuleles - so do mi la) we use suggested do notes for strings to keep them in tune with others. (challenge: last week tune their own?) What tunes can we play? - nursery rhymes previously learned with solfa Are all instruments tuned? Percussion - rhythms again	Listening for instruments: introduce instrument families (strings, woodwind, brass, percussion) https://bit.ly/2CVnKgh https://youtu.be/pbVRn3q3fEw Bring an instrument or 3 in each week to focus on finding the sound - they can have hands on as well to experience the instrument. Try and have a range (bassoon, oboe, trombone, French horn etc) Also move onto modern instruments: drum set, electric guitar, bass etc	dynamics tonality Scenario music using instruments or bodies (rotate groups) as a class: On a pirate ship At the beach On a cold winters day	Nursery Rhymes / Folk Songs, Listen to and Learn song parts. Focus on previous learning of rhythms and accurate notes from the solfas scale. Use voices as an instrument (sing musically) and begin to add percussion to keep a beat as well. This can then lead into "jazzed up" nursery rhymes.	Discuss form (verse chorus, repeated patterns in music) Make their own songs using the techniques learned, Can use pre-existing songs as a start (nursery rhymes etc) and then begin to make their own verses
3	CT	Folk songs - sea Shantys and Irish music Ed Sheeran Bob Dylan Play some rhythms from folk music and maybe introduce ukulele chords	Music Theory: Note length and appearance on manuscript paper, pitch of notes up and down. Rests length and appearance on manuscript paper Clefs (Treble and Bass, Alto and more if you're feeling brave) Time signatures Degrees of a scale (numbered) and triads tempo words (quiz?)	Learn about Chromesthesia, look at Kandinsky art work and see if there's a link between seeing colours and shapes and his art. What might he have been listening to when he painted x. Listen to contrasting pieces of music and use colours and shapes to reflect the sound of the music.	Improvise and compose music for: A fun fair A play/musical of your choice A film (battle? Romantic scene? A magical discovery?) etc	Listen for instrumentation, Dynamics, Tonality, Melody (can you sing it back?) Form, Rhythm (can you make that rhythm?) Listen to an original and a remix - what changes are there?	Learn about the periods of music history leading up to now: Medieval, Renaissance, Baroque, Classical, Romantic, 20th/21st century https://bit.ly/3e2uBgf Look at the history of pop from early Jazz roots
4	CT						
5	CT	Listen for Instrumentation, Dynamics, Tonality, Melody (can you sing it back?) Form, Rhythm (can you make that rhythm?) Listen to an original and a remix - what changes are there?	Learn about the periods of music history leading up to now: Medieval, Renaissance, Baroque, Classical, Romantic, 20th/21st century https://bit.ly/3e2uBgf Look at the history of pop from early Jazz roots	Music Theory: Note length and appearance on manuscript paper, pitch of notes up and down. Rests length and appearance on manuscript paper Clefs (Treble and Bass, Alto and more if you're feeling brave) Time signatures Degrees of a scale (numbered) and triads tempo words (quiz?)	Folk Songs - Modal scales are weird hey! Look for folk music in modern music - Mumford and Sons, Lumineers, Beirut etc Learn Chords on Ukuleles and play some songs with folk music patterns in melodies	Learn about Schools of music from English courts to French Salons, and listen to music from composers who shared ideas a lot - Haydn and Mozart, Chopin and Liszt, Stravinsky and Ravel etc. Similar music styles, similar patterns in their music.	Musicals! From High School Musical to Les Miserables, music fits a theme. Listen to some examples (Hamilton, Les Mis, HSM etc.) and as a class create a song for one of them in a similar style (Hamilton Rap/Hip-hop, Les Mis operatic and story telling, HSM cheesy and sports related) and then children create their own for a new musical called _____!
6	L						

Key stage 1		Key Stage 2	
Directly from the National Curriculum:	Use their voices expressively and creatively by singing songs and speaking chants and rhymes.	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.	
	Play tuned and untuned instruments musically.	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.	
	Listen with concentration and understanding to a range of high-quality live and recorded music.	Improvise and compose music for a range of purposes using the inter-related dimensions of music.	
	Experiment with, create, select and combine sounds using the inter-related dimensions of music.	Use and understand staff and other musical notations.	
		Listen with attention to detail and recall sounds with increasing aural memory.	
	Develop an understanding of the history of music.		

