

Music	Key Stage 1		Key Stage 2			
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Year						
Units of work	<p>SINGING</p> <p>To sing simple songs linked to classroom topics in a variety of styles.</p> <p>To develop good posture and an awareness of pitch and rhythm.</p> <p>To sing as part of an ensemble, responding to simple directions, using piano accompaniment and backing tracks.</p> <p>To combine singing with simple actions.</p> <p>INSTRUMENTS</p> <p>To explore a variety of percussion instruments and the sounds that they make.</p> <p>To use untuned percussion instruments within songs.</p> <p>COMPOSING</p> <p>To improvise simple vocal chants, using question and answer phrases.</p> <p>Use clapping and body percussion to compose short rhythms using question and answer phrases.</p> <p>To use classroom instruments to enhance story-telling.</p> <p>PERFORMING</p> <p>To use voices and untuned percussion instruments to perform music individually and as part of an ensemble in class and at the following school performances:</p> <p>Autumn Term</p> <p>Harvest Festival, Remembrance Day Assembly, Class Assembly, Nativity (singing, dance and drama, supporting roles).</p> <p>Spring Term</p> <p>Mothering Sunday, Chinese New Year.</p> <p>Summer Term</p> <p>End of year Infant Production (singing, dance and drama, supporting roles).</p>	<p>SINGING</p> <p>To sing simple songs in a variety of styles from memory with confidence.</p> <p>To develop good posture, an awareness of pitch and rhythm and understand where to take breaths.</p> <p>To sing solos and as part of an ensemble, responding to simple directions.</p> <p>To sing in time to piano accompaniment and backing tracks.</p> <p>To combine singing with movement and props.</p> <p>INSTRUMENTS</p> <p>To learn to play the djembe drums, developing a good sense of rhythm.</p> <p>To explore Taiko drumming using buckets and drumsticks.</p> <p>To play the djembe and bucket drums individually and as an ensemble with an awareness of others.</p> <p>COMPOSING</p> <p>To work as a group or with partners to improvise simple question and answer phrases using voices and untuned percussion.</p> <p>To use djembe and bucket drums to compose short rhythmic phrases and/or accompaniments for songs.</p> <p>PERFORMING</p> <p>To use voices and djembe/bucket drums to perform music individually and as part of an ensemble in class and at the following school performances:</p> <p>Autumn Term</p> <p>Harvest Festival, Remembrance Day Assembly, Class Assembly, Nativity (singing, dance and drama, supporting roles), Nursing Home performances, video recordings.</p> <p>Spring Term</p> <p>Mothering Sunday, Chinese New Year, Harrogate Festival (Year 2 Choir), Music for Youth (Year 2 Choir), video recordings.</p> <p>Summer Term</p> <p>End of year Infant Production (singing, dance and drama, leading roles). Nursing Home performances, Mini Infant Concerts (solos and ensemble)</p>	<p>SINGING</p> <p>To sing familiar songs and new songs linked to classroom topics.</p> <p>To develop individual vocal technique including posture, breathing, range, tuning and diction.</p> <p>To work as an ensemble and respond to (a) the leader's directions.</p> <p>To sing songs in English and other languages.</p> <p>INSTRUMENTS</p> <p>To learn to play the recorder following traditional notation.</p> <p>To play the recorder individually and as an ensemble with an awareness of others.</p> <p>COMPOSING</p> <p>To use body percussion and untuned percussion instruments to improvise and compose short rhythmic phrases.</p> <p>To use voices and recorders to create rising and falling phrases</p> <p>To compose in response to different stimuli including musical sources.</p> <p>PERFORMING</p> <p>To use voices and instruments to perform music individually and as part of an ensemble in class and at the following school performances:</p> <p>Autumn Term</p> <p>Harvest Festival, Remembrance Day, The Mayor's Christmas Concert (Junior Choir), Carol Service</p> <p>Spring Term</p> <p>Assembly Performances, Harrogate Festival (Junior Choir & Individual entries), Music for Youth (Junior Choir), Spring Concert, House Music Competition.</p> <p>Summer Term</p> <p>End of year Junior Production (singing, dancing and drama ensemble work and supporting roles), Prize Giving Concert (Junior Choir).</p>	<p>SINGING</p> <p>To sing songs in a variety of styles from memory with confidence.</p> <p>To develop individual vocal technique and sing with expression and an increased dynamic range.</p> <p>To work as an ensemble, developing part-singing skills and responding to (a) the leader's directions.</p> <p>To sing songs in English and other languages.</p> <p>INSTRUMENTS</p> <p>To use tuned and untuned percussion to follow traditional notation.</p> <p>To play individually and as an ensemble with an awareness of others.</p> <p>COMPOSING</p> <p>To use percussion instruments to create music for a specific mood.</p> <p>To use voices to improvise short melodies.</p> <p>To use classroom percussion to create simple rhythmic accompaniments to songs.</p> <p>PERFORMING</p> <p>To use voices and instruments to perform music individually and as part of an ensemble in class and at the following school performances:</p> <p>Autumn Term</p> <p>Harvest Festival, Remembrance Day, The Mayor's Christmas Concert (Junior Choir), Carol Service</p> <p>Spring Term</p> <p>Assembly Performances, Harrogate Festival (Junior Choir & Individual entries), Music for Youth (Junior Choir), Spring Concert, House Music Competition</p> <p>Summer Term</p> <p>End of year Junior Production (singing, dancing and drama ensemble work and supporting roles), Prize Giving Concert (Junior Choir).</p>	<p>SINGING</p> <p>To sing songs in a variety of styles from memory with confidence and a sense of ensemble.</p> <p>To develop individual vocal technique and sing observing phrasing, accuracy of pitch and rhythm.</p> <p>To sing with expression and awareness of character and style.</p> <p>To develop part-singing skills and respond to directions.</p> <p>To sing songs in English and other languages.</p> <p>INSTRUMENTS</p> <p>To use classroom percussion including boomwhackers to follow notation.</p> <p>To play individually and as an ensemble with an awareness of others and following direction.</p> <p>COMPOSING</p> <p>To use classroom instruments to evoke a specific atmosphere, mood or environment.</p> <p>To use voices and kazoos to improvise short melodies.</p> <p>To use classroom instruments to create simple accompaniments to songs.</p> <p>PERFORMING</p> <p>To use voices and instruments to perform music individually and as part of an ensemble in class and at the following school performances:</p> <p>Autumn Term</p> <p>Harvest Festival, Remembrance Day, The Mayor's Christmas Concert (Junior Choir), Carol Service</p> <p>Spring Term</p> <p>Assembly Performances, Harrogate Festival (Junior Choir & Individual entries), Music for Youth (Junior Choir), Spring Concert, House Music Competition.</p> <p>Summer Term</p> <p>End of year Junior Production (singing, dancing and drama ensemble work and supporting roles), Prize Giving Concert (Junior Choir).</p>	<p>SINGING</p> <p>To sing a broad range of songs, in English and other languages, from memory with confidence, a sense of ensemble and performance.</p> <p>To develop individual vocal technique and sing observing phrasing, accuracy of pitch and rhythm.</p> <p>To sing with expression and awareness of character and style.</p> <p>To work as an ensemble, using part-singing skills, developing balance between the parts.</p> <p>INSTRUMENTS</p> <p>To use classroom instruments to follow notation.</p> <p>To follow direction and engage with others through ensemble playing.</p> <p>To direct an ensemble learning basic conducting skills.</p> <p>COMPOSING</p> <p>To use classroom instruments to create incidental music suitable for a stage play or musical.</p> <p>To use voices and/or classroom instruments to improvise extended rhythms and melodies.</p> <p>To use classroom instruments to create simple accompaniments to songs.</p> <p>PERFORMING</p> <p>To use voices and instruments to perform music individually and as part of an ensemble in class and at the following school performances:</p> <p>Autumn Term</p> <p>Harvest Festival, Remembrance Day, The Mayor's Christmas Concert (Junior Choir), Carol Service</p> <p>Spring Term</p> <p>Assembly Performances, Harrogate Festival (Junior Choir & Individual entries), Music for Youth (Junior Choir), Spring Concert, House Music Competition</p> <p>Summer Term</p> <p>End of year Junior Production (singing, dancing and drama ensemble work and lead roles), Prize Giving Concert (Junior Choir), Leaver's Assembly.</p>
Knowledge and Skills						

Play/Improvise/ compose/ perform	<p>use their voices expressively and creatively by singing songs and speaking chants and rhymes</p> <p>play tuned and untuned instruments musically</p> <p>experiment with, create, select and combine sounds using the interrelated dimensions of music</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>improvise and compose music for a range of purposes using the interrelated dimensions of music</p>
Listening	listen with concentration and understanding to a range of high-quality live and recorded music	listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations
Appreciation		appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
History		develop an understanding of the history of music.