Brimscombe C of E Primary School
Unit Overview | Music
Year A

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year R/Year 1		**Me ®** Finding the Pulse. **Singing:** Christmas Carols and Nativity Songs		**Our World ®** Find the pulse and show others your ideas.		**Playing an instrument**: Glockenspiel.
Year 2/Year 3		**Hands, Feet, Heart (Y2)** How pulse, rhythm and pitch work together. **Singing:** Christmas Carols and Nativity Songs		**Rhythm in the Way we Walk (1)** Pulse, rhythm and pitch, rapping, dancing and singing.		**Glockenspiel 1** Exploring & developing playing skills
Year 4/Year 5	**Young Voices** Singing together and understanding Harmony	**Young Voices** Singing together and understanding Harmony **Singing:** Christmas Carols and Nativity Songs		**Music Teacher**- Samba Drumming		**The Fresh Prince of Belair (5)** Old School- Hip Hop
Year 6	**Young Voices** Singing together and understanding Harmony	**Young Voices** Singing together and understanding Harmony **Singing:** Christmas Carols and Nativity Songs		**Music and Me (6)** Create your own music inspired by your identity and women in the music industry		**Whole Class**: Recorder Performance

Brimscombe C of E Primary School
Unit Overview | Music
Year B

	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Year R/Year 1		**Hey You! (Y1)** How pulse, rhythm and pitch work together. **Singing:** Christmas Carols and Nativity Songs		**Your Imagination (1)** How to be in the groove with different styles of music.		**Whole Class**: Glockenspiel
Year 2/Year 3		**I wanna Play In A Band (2)** Playing together in a band **Singing:** Christmas Carols and Nativity Songs		**Zoo Time (2)** Reggae and animals. Dance and move.		**Glockenspiel 2 (4)** Exploring and developing playing skills using the glockenspiel
Year 4/Year 5	**Young Voices** Singing together and understanding Harmony	**Young Voices** Singing together and understanding Harmony **Singing:** Christmas Carols and Nativity Songs		**Music Teacher**- Samba Drumming?		**Living on a Prayer** (5)
Year 6	**Young Voices** Singing together and understanding Harmony	**Young Voices** Singing together and understanding Harmony **Singing:** Christmas Carols and Nativity Songs		**Music and Me (6)** Create your own music inspired by your identity and women in the music industry		**Whole Class:** Recorder & Performance

Brimscombe C of E Primary School
Specific Knowledge and Skills Progression | Music
Year B

Listen and Appraise

	EYFS	Year 1	Year 2	Year 3 and 4		Year 5	Year 6
Knowledge	Listen and Respond: • To know twenty nursery rhymes off by heart. • To know the stories of some of the nursery rhymes.	• To know 5 songs off by heart. • To know what the songs are about. • To know and recognise the sound and names of some of the instruments they use.	• To know five songs off by heart. • To know some songs have a chorus or a response/answer part. • To know that songs have a musical style.	• To know five songs from memory and who sang them or wrote them. • To know the style of the five songs. • To choose one song and be able to talk about, its lyrics, what the song is about, any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch), identify the main sections of the song (introduction, verse, chorus etc.) and name some of the instruments they heard in the song	• To know five songs from memory and who sang them or wrote them. • To know the style of the five songs. To choose one song and be able to talk about, its lyrics, what the song is about, any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch), identify the main sections of the song (introduction, verse, chorus etc.) and name some of the instruments they heard in the song	• To know five songs from memory, who sang or wrote them, when they were written and, if possible, why? • To know the style of the five songs and to name other songs from the Units in those styles. • To choose two or three other songs and be able to talk about, some of the style indicators of the songs, the lyrics: what the songs are about, any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch). identify the main sections of the songs (intro, verse, chorus etc.), name some of the instruments they heard in the songs and the historical context of the songs. What else was going on at this time?	• To know five songs from memory, who sang or wrote them, when they were written and, if possible, why? • To know the style of the five songs and to name other songs from the Units in those styles. • To choose two or three other songs and be able to talk about, some of the style indicators of the songs, the lyrics: what the songs are about, any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch and timbre). identify the main sections of the songs (intro, verse, chorus etc.), name some of the instruments they heard in the songs and the historical context of the songs. What else was going on at this time, musically and historically? • Know and talk about that fact that we each have a musical identity

	Skills	• To learn that music can touch your feelings. • To enjoy moving to music by dancing, marching, being animals or Pop stars.	• To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.	• To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. • To learn how songs can tell a story or describe an idea.	• To confidently identify and move to the pulse. • To think about what the words of a song mean. • To take it in turn to discuss how the song makes them feel. • Listen carefully and respectfully to other people's thoughts about the music.	• To confidently identify and move to the pulse. • To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics). • Talk about the music and how it makes them feel. • Listen carefully and respectfully to other people's thoughts about the music. • When you talk try to use musical words.	• To identify and move to the pulse with ease. • To think about the message of songs. • To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. • Listen carefully and respectfully to other people's thoughts about the music. • When you talk try to use musical words. • To talk about the musical dimensions working together in the Unit songs. • Talk about the music and how it makes you feel.	• To identify and move to the pulse with ease. • To think about the message of songs. • To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. • Listen carefully and respectfully to other people's thoughts about the music. • Use musical words when talking about the songs. • To talk about the musical dimensions working together in the Unit songs. • Talk about the music and how it makes you feel, using musical language to describe the music.

Musical Games

		EYFS	Year 1	Year 2	Year 3 and 4		Year 5	Year 6
Games	Knowledge	• To know that we can move with the pulse of the music. To know that the words of songs can tell stories and paint pictures.	• To know that music has a steady pulse, like a heartbeat. • To know that we can create rhythms from words, our names, favourite food, colours and animals.	● Rhythms are different from the steady pulse. ● We add high and low sounds, pitch, when we sing and play our instruments.	● Know how to find and demonstrate the pulse. ● Know the difference between pulse and rhythm. ● Know how pulse, rhythm and pitch work together to create a song. ● Know that every piece of music has a pulse/steady beat.	Know and be able to talk about: • How pulse, rhythm and pitch work together • Pulse: Finding the pulse – the heartbeat of the music • Rhythm: the long and short patterns over the pulse • Know the difference between pulse and rhythm • Pitch: High and low sounds that create melodies • How to keep the internal pulse • Musical Leadership: creating musical ideas for the group to copy or respond to	Know and be able to talk about: ● How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song ● How to keep the internal pulse Musical Leadership: creating musical ideas for the group to copy or respond to	Know and be able to talk about: ● How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song ● How to keep the internal pulse Musical Leadership: creating musical ideas for the group to copy or respond to

	Skills	• Find the pulse by copying a character in a nursery rhyme. • Finding different ways to keep the pulse. • Copy basic rhythm patterns of single words, building to short phrases • Explore high and low using voices and sounds of characters in the songs. • Listen to high-pitched and low-pitched sounds on a glockenspiel. ● Invent a pattern using one pitched note, keep the pulse throughout with a single note	• Find the pulse. Choose an animal and find the pulse • Listen to the rhythm and clap back. Copy back short rhythmic phrases based on words, with one and two syllables whilst marching to the steady beat. • Create rhythms for others to copy • Listen and sing back. Use your voices to copy back using 'la', whist marching to the steady beat • Listen and sing back, and some different vocal warm-ups. Use your voices to copy back using 'la'.	• Find the pulse. Choose an animal and find the pulse • Listen to the rhythm and clap back. Copy back short rhythmic phrases based on words, with one and two syllables whilst marching to the steady beat. • Create rhythms for others to copy • Listen and sing back. Use your voices to copy back using 'la', whist marching to the steady beat • Listen and sing back, and some different vocal warm-ups. Use your voices to copy back using 'la'	• Clap and say back rhythms back. • Create your own simple rhythm patterns. • Perhaps lead the class using their simple rhythms • Copy back – 'Listen and sing back' (no notation) • Copy back with instruments and notation	• Clap and say back rhythms back. • Create your own simple rhythm patterns. • Perhaps lead the class using their simple rhythms • Copy back – 'Listen and sing back' (no notation) Copy back with instruments and notation	• Find the pulse • Copy back rhythms based on the words of the main song, that include syncopation/off beat • Copy back one-note riffs using simple and syncopated rhythm patterns • Find the pulse • Lead the class by inventing rhythms for others to copy back • Copy back two-note riffs by ear and with notation • Question and answer using two different notes	Know and be able to talk about: ● How pulse, rhythm, pitch, tempo, dynamics, texture and structure work together and how they connect in a song ● How to keep the internal pulse Musical Leadership: creating musical ideas for the group to copy or respond to

Singing

		EYFS	Year 1	Year 2	Year 3 and 4		Year 5	Year 6
Singing	Knowledge	• To sing or rap nursery rhymes and simple songs from memory. • Songs have sections.	• To confidently sing or rap five songs from memory and sing them in unison.	• To confidently know and sing five songs from memory. ● To know that unison is everyone singing at the same time. • Songs include other ways of using the voice e.g. rapping (spoken word). • To know why we need to warm up our voices.	To know and be able to talk about: • Singing in a group can be called a choir • Leader or conductor: A person who the choir or group follow • Songs can make you feel different things e.g. happy, energetic or sad • Singing as part of an ensemble or large group is fun, but that you must listen to each other • To know why you must warm up your voice	To know and be able to talk about: ● Singing in a group can be called a choir ● Leader or conductor: A person who the choir or group follow ● Songs can make you feel different things e.g. happy, energetic or sad ● Singing as part of an ensemble or large group is fun, but that you must listen to each other ● Texture: How a solo singer makes a thinner texture than a large group ● To know why you must warm up your voice	To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. ● To choose a song and be able to talk about: ○ Its main features ○ Singing in unison, the solo, lead vocal, backing vocals or rapping ○ To know what the song is about and the meaning of the lyrics ○ To know and explain the importance of warming up your voice	To know and confidently sing five songs and their parts from memory, and to sing them with a strong internal pulse. ● To know about the style of the songs so you can represent the feeling and context to your audience ● To choose a song and be able to talk about: ○ Its main features ○ Singing in unison, the solo, lead vocal, backing vocals or rapping ○ To know what the song is about and the meaning of the lyrics ○ To know and explain the importance of warming up your voice

	Skills	• To sing along with a pre-recorded song and add actions. • To sing along with the backing track.	• Learn about voices, singing notes of different pitches (high and low). • Learn that they can make different types of sounds with their voices – you can rap or say words in rhythm. • Learn to start and stop singing when following a leader.	• Learn about voices singing notes of different pitches (high and low). • Learn that they can make different types of sounds with their voices – you can rap (spoken word with rhythm). • Learn to find a comfortable singing position. • Learn to start and stop singing when following a leader.	• To sing in unison and in simple two-parts. • To demonstrate a good singing posture. • To follow a leader when singing. • To enjoy exploring singing solo. • To sing with awareness of being 'in tune'. • To have an awareness of the pulse internally when singing.	• To sing in unison and in simple two-parts. • To demonstrate a good singing posture. • To follow a leader when singing. • To enjoy exploring singing solo. • To sing with awareness of being 'in tune'. • To rejoin the song if lost. • To listen to the group when singing.	• To sing in unison and to sing backing vocals. ● To enjoy exploring singing solo. To listen to the group when singing. To demonstrate a good singing posture. ● To follow a leader when singing. ● To experience rapping and solo singing. ● To listen to each other and be aware of how you fit into the group. ● To sing with awareness of being 'in tune'.	To sing in unison and to sing backing vocals. ● To demonstrate a good singing posture. ● To follow a leader when singing. ● To experience rapping and solo singing. ● To listen to each other and be aware of how you fit into the group. ● To sing with awareness of being 'in tune'.

Playing

		EYFS	Year 1	Year 2	Year 3 and 4		Year 5	Year 6
Playing	Knowledge		Learn the names of the notes in their instrumental part from memory or when written down. ● Learn the names of the instruments they are playing.	● Learn the names of the notes in their instrumental part from memory or when written down. ● Know the names of untuned percussion instruments played in class.	To know and be able to talk about: ● The instruments used in class (a glockenspiel, a recorder)	To know and be able to talk about: ● The instruments used in class (a glockenspiel, recorder or xylophone). ● Other instruments they might play or be played in a band or orchestra or by their friends	To know and be able to talk about: ● Different ways of writing music down – e.g. staff notation, symbols ● The notes C, D, E, F, G, A, B + C on the treble stave ● The instruments they might play or be played in a band or orchestra or by their friends	To know and be able to talk about: ● Different ways of writing music down – e.g. staff notation, symbols ● The notes C, D, E, F, G, A, B + C on the treble stave ● The instruments they might play or be played in a band or orchestra or by their friends
	Skills		Treat instruments carefully and with respect. ● Play a tuned instrumental part with the song they perform. ● Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part). ● Listen to and follow musical instructions from a leader.	Treat instruments carefully and with respect. ● Learn to play a tuned instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note, simple or medium part). ● Play the part in time with the steady pulse. ● Listen to and follow musical instructions from a leader.	● To treat instruments carefully and with respect. ● Play any one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation. ● To rehearse and perform their part within the context of the Unit song. ● To listen to and follow musical instructions from a leader.	To treat instruments carefully and with respect. ● Play any one, or all four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song from memory or using notation. ● To rehearse and perform their part within the context of the Unit song. ● To listen to and follow musical instructions from a leader. ● To experience leading the playing by making sure everyone plays in the playing section of the song	Play a musical instrument with the correct technique within the context of the Unit song. ● Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation. ● To rehearse and perform their part within the context of the Unit song. ● To listen to and follow musical instructions from a leader. ● To lead a rehearsal session.	Play a musical instrument with the correct technique within the context of the Unit song. ● Select and learn an instrumental part that matches their musical challenge, using one of the differentiated parts – a one-note, simple or medium part or the melody of the song from memory or using notation. ● To rehearse and perform their part within the context of the Unit song. ● To listen to and follow musical instructions from a leader. ● To lead a rehearsal session.

Improvisation

		EYFS	Year 1	Year 2	Year 3 and 4		Year 5	Year 6
Improvisation	Knowledge		• Improvisation is about making up your own tunes on the spot. • When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. • Everyone can improvise!	Improvisation is making up your own tunes on the spot. ● When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. ● Everyone can improvise, and you can use one or two notes.	To know and be able to talk about improvisation ● Improvisation is making up your own tunes on the spot ● When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them ● To know that using one or two notes confidently is better than using five ● To know that if you improvise using the notes you are given, you cannot make a mistake	To know and be able to talk about improvisation ● Improvisation is making up your own tunes on the spot ● When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. ● To know that using one or two notes confidently is better than using five ● To know that if you improvise using the notes you are given, you cannot make a mistake ● To know that you can use some of the riffs you have heard in the Challenges in your improvisations	To know and be able to talk about improvisation ● Improvisation is making up your own tunes on the spot ● When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. ● To know that using one or two notes confidently is better than using five ● To know that if you improvise using the notes you are given, you cannot make a mistake ● To know that you can use some of the riffs you have heard in the Challenges in your improvisations ● To know three well-known improvising musicians	To know and be able to talk about improvisation ● Improvisation is making up your own tunes on the spot ● When someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. ● To know that using one, two or three notes confidently is better than using five ● To know that if you improvise using the notes you are given, you cannot make a mistake ● To know that you can use some of the riffs and licks you have learnt in the Challenges in your improvisations ● To know three well-known improvising musicians

	Skills		• Listen and clap back, then listen and clap your own answer (rhythms of words • Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes • Take it in turns to improvise using one or two notes.	• Listen and clap back, then listen and clap your own answer (rhythms of words • Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes Take it in turns to improvise using one or two notes.	• Using instruments, listen and play your own answer using three note. • Take it in turns to improvise using three different notes.	• Using instruments, listen and play your own answer using three note. • Take it in turns to improvise using three different notes.	• Copy back using instruments. Use the three notes. • Question and Answer using instruments. Use one, two or three notes in your answer. Always start on a G • Improvise using three notes.	• Copy back using instruments. Use the three notes. • Question and Answer using instruments. Use one, two or three notes in your answer. Always start on a G • Improvise using three notes.

Composition

		EYFS	Year 1	Year 2	Year 3 and 4		Year 5	Year 6
Composition	Knowledge		● Composing is like writing a story with music. ● Everyone can compose.	● Composing is like writing a story with music. ● Everyone can compose	To know and be able to talk about: ● A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. ● Different ways of recording compositions (letter names, symbols, audio etc.)	To know and be able to talk about: ● A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. ● Different ways of recording compositions (letter names, symbols, audio etc.)	To know and be able to talk about: ● A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. ● A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure ● Notation: recognise the connection between sound and symbol	To know and be able to talk about: ● A composition: music that is created by you and kept in some way. It's like writing a story. It can be played or performed again to your friends. ● A composition has pulse, rhythm and pitch that work together and are shaped by tempo, dynamics, texture and structure ● Notation: recognise the connection between sound and symbol

	Skills		• Help to create a simple melody using one, two or three notes. ● Learn how the notes of the composition can be written down and changed if necessary.	• Help create three simple melodies with the Units using one, three or five different notes. ● Learn how the notes of the composition can be written down and changed if necessary.	• Help create at least one simple melody using one, three or five different notes. • ● Plan and create a section of music that can be performed within the context of the unit song. • Talk about how it was created. • Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. • Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).	• Help create at least one simple melody using one, three or all five different notes. ● Plan and create a section of music that can be performed within the context of the unit song. ● Talk about how it was created. ● Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. ● Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).	• Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. • Explain the keynote or home note and the structure of the melody. • Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. • Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).	• Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. ● Explain the keynote or home note and the structure of the melody. ● Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. ● Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).

Performance

		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Performance	Knowledge		• A performance is sharing music with other people, called an audience.	• A performance is sharing music with an audience. • A performance can be a special occasion and involve a class, a year group or a whole school. • An audience can include your parents and friends.	To know and be able to talk about: ● Performing is sharing music with other people, an audience ● A performance doesn't have to be a drama! It can be to one person or to each other ● You need to know and have planned everything that will be performed ● You must sing or rap the words clearly and play with confidence ● A performance can be a special occasion and involve an audience including of people you don't know ● It is planned and different for each occasion ● It involves communicating feelings, thoughts and ideas about the song/music	To know and be able to talk about: ● Performing is sharing music with other people, an audience A performance doesn't have to be a drama! It can be to one person or to each other ● You need to know and have planned everything that will be performed ● You must sing or rap the words clearly and play with confidence ● A performance can be a special occasion and involve an audience including of people you don't know ● It is planned and different for each occasion ● It involves communicating feelings, thoughts and ideas about the song/music	To know and be able to talk about: ● Performing is sharing music with other people, an audience ● A performance doesn't have to be a drama! It can be to one person or to each other ● Everything that will be performed must be planned and learned ● You must sing or rap the words clearly and play with confidence ● A performance can be a special occasion and involve an audience including of people you don't know ● It is planned and different for each occasion ● A performance involves communicating ideas, thoughts and feelings about the song/music	To know and be able to talk about: ● Performing is sharing music with an audience with belief ● A performance doesn't have to be a drama! It can be to one person or to each other ● Everything that will be performed must be planned and learned ● You must sing or rap the words clearly and play with confidence ● A performance can be a special occasion and involve an audience including of people you don't know ● It is planned and different for each occasion ● A performance involves communicating ideas, thoughts and feelings about the song/music

	Skills		• Choose a song they have learnt from the Scheme and perform it. ● They can add their ideas to the performance. ● Record the performance and say how they were feeling about it.	• Choose a song they have learnt from the Scheme and perform it. ● They can add their ideas to the performance. ● Record the performance and say how they were feeling about it.	• To choose what to perform and create a programme. ● To communicate the meaning of the words and clearly articulate them. ● To talk about the best place to be when performing and how to stand or sit. ● To record the performance and say how they were feeling, what they were pleased with what they would change and why.	● To choose what to perform and create a programme. ● Present a musical performance designed to capture the audience. ● To communicate the meaning of the words and clearly articulate them. ● To talk about the best place to be when performing and how to stand or sit. ● To record the performance and say how they were feeling, what they were pleased with what they would change and why.	To choose what to perform and create a programme. ● To communicate the meaning of the words and clearly articulate them. ● To talk about the venue and how to use it to best effect. ● To record the performance and compare it to a previous performance. ● To discuss and talk musically about it – "What went well?" and "It would have been even better if...?"	• To choose what to perform and create a programme. • To communicate the meaning of the words and clearly articulate them. • To talk about the venue and how to use it to best effect. • To record the performance and compare it to a previous performance. • To discuss and talk musically about it – "What went well?" and "It would have been even better if...?"