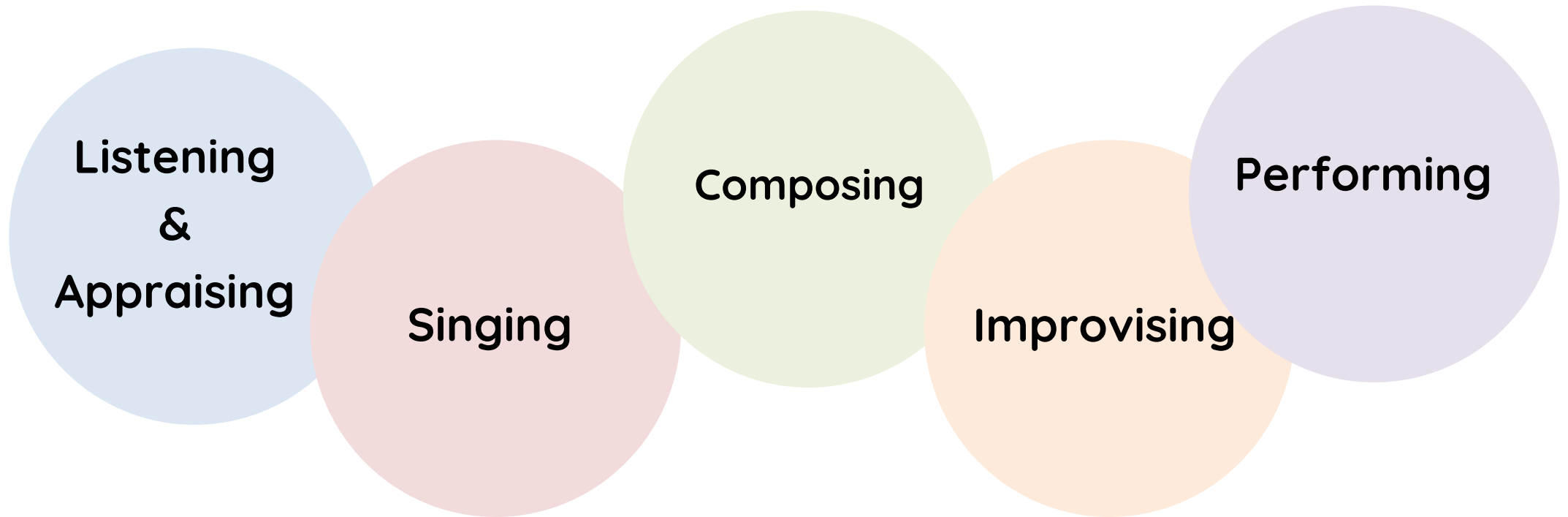


Herringthorpe Infant School

Music – Subject Overview



Key strands to the curriculum



The knowledge skills and learning progression for each component is delivered through a spiral curriculum

Our scheme is supported by Charanga

	EYFS	Year 1	Year 2
Listening and Appraising	- Can listen a range of instruments and identify similarities and differences. - Begin to listen attentively, move to and talk about music, expressing their feelings and responses. - Can distinguish instruments that make a high and low sound. - Listens attentively, move to and talk about music, expressing their feelings and responses.	- Know that music has a steady pulse, like a heartbeat. - Recognise the sounds of and names of some of the instruments in the songs. - Move in time with the pulse of the song.	- Know that music has a steady pulse, like a heartbeat. - Know that rhythm is different to the pulse. - Recognise the sound and names of some of the instruments in the song – Keyboard, Bass guitar, Drums, Electric guitar, Saxophone, Trumpet, Vocals. - Move in time with the pulse of the song. - Know that songs have a musical style - Find the pulse in songs - Find the pulse in songs and move in time to it within the song.
Singing	- Sings in a group, trying to keep in time. - Sings in a group, matching pitch and following melody - Sings by themselves, matching pitch and following melody.	- Sing or rap the songs in unison. - Sing together as a group and in time with the music. - Singing notes of different pitches (high and low). - To know that we can create rhythms from words, our names, favourite food, colours and animals. - Learn about voices, singing notes of different pitches (high and low).	- Sing and rap together and in time. - Share and perform a song. - Sing and dance together, in time and using actions.
Composing	Independently experiments with different instruments and their sounds	- To know that composing is like writing a story with music - Compose a simple melody using notes C and D (Greater Depth C, D and E) - Compose a simple melody using notes C and D (Greater Depth C, D and E) - Create a simple melody using one, two or three notes - Learn the names of the percussion instruments they are playing. (Chime bars, Tambourine, maracas, drums, triangles, claves, guiros, and other percussion instruments.)	- Compose using the notes C and D (Greater Depth to use C, D, and E or C, D, E, F and G) - Compose a simple melody using simple rhythms (Using notes F, G and A.) - Compose a simple melody using simple rhythms mostly using relevant notes for the song. - Clap the rhythm of your favourite colour or make up your own rhythm to clap.
Improvising	Independently experiments with different ways of playing instruments.	- Improvise music using the note C (Greater Depth C and G) - To be aware that improvisation is about making up your own tunes on the spot.	- Improvise using the note C (Greater Depth to use C and D) - Improvise using words.

Performing	The children will: • Begin to create musical patterns using body percussion • Begin to experiment with different instruments and their sounds • Knows how to tap/clap along to a rhythm. • Begins to match a pitch. • To perform a song in front of an audience	• Copy back a rhythm using clapping. • Play an instrument accurately and in time, playing note C (Greater Depth C and G). • Play Chime bars accurately and in time, playing note C (Greater Depth C and D) • Play a tuned instrumental part with the song they perform.	• Play chime bar accurately and in time (notes G, A and C – Greater Depth to include B) • Copy and clap back rhythms • Play accurately and in time (most will play notes D and C. GD will play notes G, F and C) on chime bars. • Copy, and create simple clap rhythms using long and short sounds. • Play instruments accurately and in time using notes for specific songs.
--------------------------	--	--	---

Music Y1

Subject Yearly Overview

Autumn Term 1 st Half	Spring Term 1 st Half	Summer Term 1 st Half
Unit Title: Hey You!	Unit Title: In the Grove	Unit Title: Your Imagination
Prior Knowledge:	Prior Knowledge:	Prior Knowledge:
<i>By the end of EYFS pupil will:</i> - Learn to sing or sing along with nursery rhymes and action songs. - Share and perform the learning that has taken place. - Improvise learning to playing classroom instrument.	<i>By the End of Autumn 2 pupils will:</i> - Know that music has a steady pulse, like a heartbeat. - Move in time with the pulse of the song. - Recognise the sound and names of some of the instruments in the song – Singer, Keyboard, Bass guitar, Guitar, Percussion, Trumpets, Saxophone. - Know that we can create rhythms from words, our names, favourite food, colours and animals. - Clap the rhythm of your favourite colour or make up your own rhythm to clap. - Rap and sing in time to the music. - Start to understand that pitch is high and low sounds.	<i>By the end of Spring 2 pupils will:</i> - Find the pules as they are listening to the main song in the unit, and move in time. - Copy and clap back rhythms. - Sing in unison. - Play accurately and in time (Most play C, some play C and D)
New Knowledge:	New Knowledge:	New Knowledge:
<i>By the end of this unit pupils will:</i> Substantive knowledge: - Know that music has a steady pulse, like a heartbeat. - Recognise the sounds of and names of some of the instruments in the songs. Disciplinary Knowledge: - Move in time with the pulse of the song.	<i>By the end of this unit Y1 pupils will:</i> Substantive Knowledge: - To know that music has a steady pulse, like a heartbeat. Disciplinary Knowledge: - Move in time with the pulse of the song. - Copy back a rhythm using clapping. - Sing together as a group and in time with the music.	<i>By the end of this unit Y1 pupils will:</i> Substantive Knowledge: - 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. - Learn the names of the percussion instruments they are playing. (Chime bars, Tambourine, maracas, drums, triangles, claves, guiros, other percussion instruments.)

- Copy back a rhythm using clapping. - Sing or rap the songs in unison. - Play an instrument accurately and in time, playing note C (Greater Depth C and G). - Improvise music using the note C (Greater Depth C and G) - Compose a simple melody using notes C and D (Greater Depth C, D and E)	- Play in Chime bars accurately and in time, playing note C (Greater Depth C and D) - To be aware that improvisation is about making up your own tunes on the spot. - Improvise music using the note C on chime bars (Greater Depth C and D) - To be aware that composing is like writing a story with music. - Compose a simple melody using notes C and D (Greater Depth C, D and E)	- Improvisation is about making up your own tunes on the spot. Disciplinary Knowledge: - Find the pulse in a song. - Listen to the rhythm and clap back - 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. - Use the improvisation tracks provided. Improvise using the three challenges.
Vocabulary:	Vocabulary:	Vocabulary:
<i>By the end of this unit Y1 pupils will understand and use the vocabulary:</i> - Pulse/ beat - Rhythm - Compose - Improvise - Pitch - Rap - Bass guitar - Drum	<i>By the end of this unit Y1 pupils will understand and use the vocabulary:</i> - Pulse - Rhythm - Pitch - Compose - Improvise - Blues - Baroque - Latin - Irish folk - Funk - Grove	<i>By the end of this unit Y1 pupils will understand and use the vocabulary:</i> - Pulse - Rhythm - Pitch - Keyboard - Drums - Bass - Improvise - Compose - imagination
Learning Sequence:	Learning Sequence:	Learning Sequence:
Learn to sing the song. Play instrumental parts of the song. Improvise Compose. Play your composition within the song. End of unit performance singing and playing instruments.	Learn to sing the song. Play instrumental parts of the song. Improvise Compose. Play your composition within the song. End of unit performance singing and playing instruments.	Learn to sing the song. Play instrumental parts of the song. Improvise Compose. Play your composition within the song. End of unit performance singing and playing instruments.
Assessment Opportunities	Assessment Opportunities	Assessment Opportunities

Assess during lessons. Assess at end of unit in the performance. - Find the pulse of the song. - Recognise and name 2 or more instruments they hear in the song. - Move in time with the pulse. - Rap or sing in time with the music. - Play an instrument accurately and in time (one note C or C and G) - Improvise in time with the music. Evidence of Assessment –	Assess during lessons. Assess at end of unit in the performance. - Find the pulse of the song and understand that it is the heartbeat of the song. - Copy back the rhythms. - Rap or sing in time with the music. - Play an instrument accurately and in time (one note C or C and G) - Improvise in time with the music. Evidence of Assessment –	Assess during lessons. Assess at end of unit in the performance. - Find the pulse of the song and understand that it is the heartbeat of the song. - Copy back the rhythms. - Rap or sing in time with the music. - Play an instrument accurately and in time (one note C or C and D) - Improvise in time with the music. Evidence of Assessment –
Resources:	Resources:	Resources:
- Charanga - Chime bars - To get children to identify the different instruments in songs. - To expose the children in different types of songs.	- Charanga - To get children to identify the different instruments in songs. - To expose the children in different types of songs.	- Charanga - To get children to identify the different instruments in songs. - To expose the children in different types of songs.

Autumn Term 2nd Half **Note this unit is shorter and more simple to accommodate Christmas performances**	Spring Term 2nd Half	Summer Term 2nd Half
Unit Title: Rhythm in the way we walk and Banana Rap	Unit Title: Round and Round	Unit Title: Reflect, Rewind and Reflect
Prior Knowledge:	Prior Knowledge:	Prior Knowledge:
By the end of Autumn 1 pupils will: - Know that music has a steady pulse, like a heartbeat. - Move in time with the pulse of the song. - Recognise the sound and names of some of the instruments in the song – Singer, Keyboard, Bass guitar, Guitar, Percussion, Trumpets, Saxophone. - Clap the rhythm of your favourite colour or make up your own rhythm to clap. - Rap and sing in time to the music.	By the end of Spring 1 pupils will: - Move in time with the pulse of the song. - Sing together as a group and in time with the music. - Copy back a rhythm using clapping such as names, foods ect. - Play in instrument accurately and in time, playing note C (Greater Depth C and D) - Improvise music using the note C (Greater Depth C and D) - Compose a simple melody using notes C and D (Greater Depth C, D and E)	By the end of Summer 1 pupils will: This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and musical activities, a context for the History of Music and the beginnings of the Language of Music.

Start to understand that pitch is high and low sounds.		
New Knowledge:	New Knowledge:	New Knowledge:
<i>By the end of this unit pupils will:</i> Substantive Knowledge: - Move in time with the pulse of the song. - Know that music has a steady pulse, like a heartbeat. - Recognise the sound and names of some of the instruments in the song – Singer, Keyboard, Bass guitar, Guitar, Percussion, Trumpets, Saxophone. Disciplinary Knowledge: - Clap the rhythm of your favourite colour or make up your own rhythm to clap. - Rap and sing in time to the music. - Start to understand that pitch is high and low sounds.	<i>By the end of this unit Y2 pupils will:</i> Substantive Knowledge: - Learn the names of the instruments they are playing. (Chime bars, tambourine, maracas, drums, triangles, claves, guiros, other percussion instruments.) - To know that the song is about how music makes you want to move your body. - To recognise the sound and names of claves, bongos, maracas, piano, bass guitar, drums, sax, trumpet and trombone. - To know that improvisation is about making up your own tunes on the spot. - To know that composing is like writing a story with music. Disciplinary Knowledge: - Create a simple melody using one, two or three notes. - Singing notes of different pitches (high and low). - Play a tuned instrumental part with the song they perform. - Perform the song learnt from the scheme.	<i>By the end of this unit Y1 pupils will:</i> Substantive Knowledge: - Move in time with the pulse of the song. - Know that music has a steady pulse, like a heartbeat. Learn the names of the instruments they are playing. - Recognise the sound and names of some of the instruments in the song – Singer, Keyboard, Bass guitar, Guitar, Percussion, Trumpets, Saxophone. claves, bongos, maracas, piano, drums, trombone. - Know that we can create rhythms from words, our names, favourite food, colours and animals. - To know that the song is about how music makes you want to move your body. - To know that improvisation is about making up your own tunes on the spot. - To know that composing is like writing a story with music. Disciplinary Knowledge: - Clap the rhythm of your favourite colour or make up your own rhythm to clap. - Create a simple melody using one, two or three notes - Rap and sing in time to the music. - Start to understand that pitch is high and low sounds. - Singing notes of different pitches (high and low). - Play a tuned instrumental part with the song they perform. - Perform previous songs learnt from the scheme.
Vocabulary:	Vocabulary:	Vocabulary:

<i>By the end of this unit Y1 pupils will understand and use the vocabulary:</i> • Pulse • Rhythm • Pitch • Perform • Singers • Keyboard • Bass • Guitar • Saxophone • Trumpet • Percussion • Trumpet. • Saxophone • Rap	<i>By the end of this unit Y1 pupils will understand and use the vocabulary:</i> • Pulse • Rhythm • Pitch • Improvise • Compose • Perform • Audience • Keyboard • Bass • Guitar • Percussion • Trumpets • Saxophones	<i>By the end of this unit Y1 pupils will understand and use the vocabulary:</i> • Pulse • Rhythm • Pitch • Improvise • Compose • Perform • Audience • Singers • Keyboard • Bass • Guitar • Percussion • Saxophone • Trumpet • Percussion • Rap
Learning Sequence:	Learning Sequence:	Learning Sequence:
Learn to sing the song. End of unit performance singing the song.	Listen and appraise Musical activates Perform the song.	Listen and appraise Musical activates Perform the song.
Assessment Opportunities	Assessment Opportunities	Assessment Opportunities
Assess during lessons. Assess at end of unit in the performance. • Find the pulse of the song. • Recognise and name 2 or more instruments they hear in the song. • Copy back the rhythms accurately 3 out of 5 times. • Perform the songs. Evidence of Assessment –	Assess during lessons. Assess at end of unit in the performance. • Find the pulse of the song. • Recognise and name 2 or more instruments they hear in the song. • Know the name of the instrument and some of the notes that are playing. (Chime bars, tambourine, maracas, drums, triangles, claves, guiros, other percussion instruments.) • Be able to say what improvising and composing is. • Compose and play a simple melody on their instruments.	Assess during lessons. Assess at end of unit in the performance. • Find the pulse of the song. • Recognise and name 2 or more instruments they hear in the song. • Move in time with the pulse. • Copy back the rhythms. • Know the name of the instrument and some of the notes that are playing. (Chime bars, tambourine, maracas, drums, triangles, claves, guiros, other percussion instruments.)

	• Play instruments and or sing in time with the music. • Perform the songs. Evidence of Assessment –	• Be able to say what improvising and composing is. • Rap or sing in time with the music. • Compose and play a simple melody on their instruments. • Play instruments and or sing in time with the music. • Perform the songs. Evidence of Assessment –
Resources:	Resources:	Resources:
• Charanga • To get children to identify the different instruments in songs. • To expose the children in different types of songs.	• Charanga • Chime bars • To get children to identify the different instruments in songs. • To expose the children in different types of songs.	• To get children to identify the different instruments in songs. • To expose the children in different types of songs.

Year 1 suggested listening songs (Model Music Curriculum)

Listening to recorded performances should be complemented by opportunities to experience live music making in and out of school. These could include performances by other school ensembles or year groups, or performances provided by other Music Education Hubs partners, which may include local or national ensembles. The pieces listed here are intended to give teachers a good start in terms of choosing music which is age-appropriate. It should not limit the imagination or creativity of the 17 teacher in terms of seeking and using other musical examples and further repertoire options are listed within Appendix 2. Brief contextual information on each piece can be found in Appendix 3.

Western Classical Tradition and Film

Title	Composer	Period
Rondo alla Turca ¹	Mozart	Classical
Mars from <i>The Planets</i>	Holst	20th Century

Popular Music

Style	Title	Artist(s)
Art Pop	Wild Man	Kate Bush
Blues	Runaway Blues	Ma Rainey

Musical Traditions

Country	Tradition	Title	Artist/Composer
Brazil	Samba	Fanfarra (Cabua-Le-Le)	Sérgio Mendes/Carlinhos Brown

Music Y2

Subject Yearly Overview

Autumn Term 1 st Half	Spring Term 1 st Half	Summer Term 1 st Half
Unit Title: Hands, Feet, Heart	Unit Title: I wanna Play in a Band	Unit Title: Friendship Song
Prior Knowledge:	Prior Knowledge:	Prior Knowledge:
<i>By the end of Year 1 pupil will:</i> - Move in time with the pulse of the song. - Know that music has a steady pulse, like a heartbeat. - Know the names of some of the instruments they are playing. (Chime bars, tambourine, maracas, drums, triangles, claves, guiros, other percussion instruments.) - Recognise the sound and names of some of the instruments in the song – Singer, Keyboard, Bass guitar, Guitar, Percussion, Trumpets, Saxophone. claves, bongos, maracas, piano, drums, trombone. - To know that improvisation is about making up your own tunes on the spot. - To know that composing is like writing a story with music.	<i>By the End of Autumn 2 pupils will:</i> - Move in time with the pulse of the song. - Clap the rhythm of your favourite colour or make up your own rhythm to clap. - Know that music has a steady pulse, like a heartbeat. - Know that rhythm is deferent to the pulse. - Recognise the sound and names of some of the instruments in the song – Keyboard, Bass guitar, Drums, Electric guitar, Saxophone, Trumpet, Vocals. - Play chime bars accurately and in time (notes G, A and C – Greater Depth to include B) - Improvise using the note C (Greater Depth to use C and D) - Compose using the notes C and D (Greater Depth to use C, D, and E or C, D, E, F and G)	<i>By the end of Spring 2 pupils will:</i> - Find the pulse in songs - Copy, and create simple clap rhythms using long and short sounds. - Recognise and name some of the instruments they hear; keyboard, drums, bass, electric guitar, singers. - Sing and dance together, in time and using actions. - Play accurately and in time (using the note C. GD will use the notes C and D) on chime bars. - Compose a simple melody using simple rhythms mostly using the notes C and D. - Share and perform the song.
New Knowledge:	New Knowledge:	New Knowledge:
<i>By the end of this unit pupils will:</i> Substantive Knowledge: - Know that music has a steady pulse, like a heartbeat. - Know that rhythm is different to the pulse.	<i>By the end of this unit Y2 pupils will:</i> Substantive Knowledge: - Know this genre is rock music. - Recognise some of the instruments in the song; keyboard, drums, bass, electric guitar, singers. Disciplinary Knowledge: - Copy and clap back rhythms	<i>By the end of this unit Y1 pupils will:</i> Substantive Knowledge: - Know that this unit is about friendship. - Recognise and name some of the instruments they hear: Keyboard, bass, drums, female singer and chime bars. Disciplinary Knowledge: - Clap rhythms.

- Recognise the sound and names of some of the instruments in the song – Keyboard, Bass guitar, Drums, Electric guitar, Saxophone, Trumpet, Vocals. Disciplinary Knowledge: - Move in time with the pulse of the song. - Clap the rhythm of your favourite colour or make up your own rhythm to clap. - Play chime bar accurately and in time (notes G, A and C – Greater Depth to include B) - Improvise using the note C (Greater Depth to use C and D) - Compose using the notes C and D (Greater Depth to use C, D, and E or C, D, E, F and G)	- Play accurately and in time (most will play notes D and C. GD will play notes G, F and C) on chime bars. - Compose a simple melody using simple rhythms (Using notes F, G and A.) - Share and perform the song.	- Play accurately and in time (most will play notes E and G. Some will play C) on chime bars - Compose a simple melody using rhythms as part of a performance (Most will use notes E and G some will use E, G, A and B)
Vocabulary:	Vocabulary:	Vocabulary:
<i>By the end of this unit Y1 pupils will understand and use the vocabulary:</i> - Pulse - Rhythm - Pitch - Improvise - Compose - Perform - Audience - Keyboards - Drums - Bass - Electric guitar - Saxophone - Trumpet - Question and answer - Dynamics - Tempo	<i>By the end of this unit Y2 pupils will understand and use the vocabulary:</i> - Pulse - Rhythm - Pitch - Improvise - Compose - Perform - Audience - Keyboard - Drums - Bass - Electric guitar - Rock - Dynamics - Tempo	<i>By the end of this unit Y1 pupils will understand and use the vocabulary:</i> - pulse - rhythm - pitch - improvise - compose - perform - audience - dynamics - tempo - keyboard - drums - bass - chime bars
Learning Sequence:	Learning Sequence:	Learning Sequence:
Learn to sing the song.	Listen and appraise	Learn to sing the song.

Play instrumental parts of the song. Improvise Compose. Play your composition within the song. End of unit performance singing and playing instruments.	Musical activities Perform the song.	Play instrumental parts of the song. Improvise Compose. Play your composition within the song. End of unit performance singing and playing instruments.
Assessment Opportunities	Assessment Opportunities	Assessment Opportunities
<i>Assess during lessons.</i> <i>Assess at end of unit in the performance.</i> - Children move in time to the pulse of the song. - Children can copy and clap back rhythms or create their own. - Children performance of the song, singing, playing instruments, improvising and composing. Evidence of Assessment –	<i>Assess during lessons.</i> <i>Assess at end of unit in the performance.</i> - Recognise and name some of the instruments in the song; keyboard, drums, bass, electric guitar, singers. - Copy and clap back rhythms - Play accurately and in time (most will play notes D and C. GD will play notes G, F and C) - Compose a simple melody using simple rhythms (Using notes F, G and A.) - Share and perform the song. Evidence of Assessment –	<i>Assess during lessons.</i> <i>Assess at end of unit in the performance.</i> - Recognise and name some of the instruments in the song; Keyboard, bass, drums, female singer and chime bars. - Can find the pulse to the song they are listening to - Play accurately and in time (using the note C. GD will use the notes C and D) - Compose a simple melody using simple rhythms (Most will use notes E and G some will use E, G, A and B.) - Share and perform the song. Evidence of Assessment –
Resources:	Resources:	Resources:
- Charanga - Chime bars. - To get children to identify the different instruments in songs. - To expose the children in different types of songs.	- Charanga - Chime bars. - To get children to identify the different instruments in songs. - To expose the children in different types of songs.	- Charanga - Chime bars. - To get children to identify the different instruments in songs. - To expose the children in different types of songs.

Autumn Term 2nd Half **Note this unit is shorter and more simple to accommodate Christmas performances**	Spring Term 2nd Half	Summer Term 2nd Half
Unit Title: Ho Ho Ho	Unit Title: Zootime	Unit Title: Reflect, Rewind and Replay
Prior Knowledge:	Prior Knowledge:	Prior Knowledge:
<i>By the end of Autumn 1 pupils will:</i> Know that music has a steady pulse, like a heartbeat.	<i>By the end of Spring 1 pupils will:</i> - Copy and clap back rhythms - Recognise the style of rock music	<i>By the end of Summer 1 pupils will:</i> This Unit of Work consolidates the learning that has occurred during the year. All the learning is focused around revisiting songs and

- Know that rhythm is deferent to the pulse and move in time with the pulse of the song. - Recognise the sound and names of some of the instruments in the song – Keyboard, Bass guitar, Drums, Electric guitar, Saxophone, Trumpet, Vocals. - Clap the rhythm of your favourite colour or make up your own rhythm to clap. - Play chime bars accurately and in time (notes G, A and C – Greater Depth to include B) - Improvise using the note C (Greater Depth to use C and D) on chime bars. - Compose using the notes C and D (Greater Depth to use C, D, and E or C, D, E, F and G)	- Recognise and name some of the instruments in the song; keyboard, drums, bass, electric guitar, singers. - Play accurately and in time (most will play notes D and C. GD will play notes G, F and C) on chime bars. - Compose a simple melody using simple rhythms (Using notes F, G and A.) - Share and perform the song.	musical activities, a context for the History of Music and the beginnings of the Language of Music.
New Knowledge:	New Knowledge:	New Knowledge:
<i>By the end of this unit Y1 pupils will:</i> Substantive Knowledge: - Know that songs have a musical style (this one is rap). - Recognise the sound and names of some of the instruments in the song – Singer, keyboard, bass, guitar, percussion, trumpets, and saxophones. Disciplinary Knowledge: - Move in time with the pulse of the song. - Clap the rhythm of your favourite colour or make up your own rhythm to clap. - Play chime bars accurately and in time using notes G, A and B. - Sing and rap together and in time. - Improvise using words.	<i>By the end of this unit Y2 pupils will:</i> Substantive Knowledge: - Know that this unit is about reggae music. - Recognise and name some of the instruments they hear; keyboard, drums, bass, electric guitar, singers. Disciplinary Knowledge: - Find the pulse in songs - Copy, and create simple clap rhythms using long and short sounds. - Sing and dance together, in time and using actions. - Play accurately and in time (using the note C. GD will use the notes C and D) - Compose a simple melody using simple rhythms mostly using the notes C and D. - Share and perform the song.	<i>By the end of this unit Y1 pupils will:</i> Substantive Knowledge: - Know the different styles of music that have been looked at through the year. - Recognise the sound and names of some of the instruments in the song – Singer, keyboard, drums, electric guitar, singers, bass, guitar, percussion, trumpets, and saxophones. Disciplinary Knowledge: - Find the pulse in songs and move in time to it within the song. - Copy, and create simple clap rhythms using long and short sounds. - Sing and dance together, in time and using actions. - Play instruments accurately and in time using notes for specific songs. - Compose a simple melody using simple rhythms mostly using relevant notes for the song. - Sing and rap together and in time. - Improvise using words.

		Share and perform the song.
Vocabulary:	Vocabulary:	Vocabulary:
<i>By the end of this unit Y1 pupils will understand and use the vocabulary:</i> - Rap - Pulse - Rhythm - Pitch - Perform - Audience - Improvise - Keyboard - Bass - Guitar - Percussion - Trumpets - Saxophone - Dynamics - Tempo	<i>By the end of this unit Y2 pupils will understand and use the vocabulary:</i> - Reggae - Pulse - Rhythm - Pitch - Improvise - Compose - Perform - Keyboard - Drums - Bass - Electric guitar - Audience - Melody - Dynamics - Tempo	<i>By the end of this unit Y1 pupils will understand and use the vocabulary:</i> - Rap - Pulse - Rhythm - Reggae - Pitch - Melody - Compose - Perform - Audience - Improvise - Dynamics - Tempo - Keyboard - Bass - Drums - Electric guitar - Guitar - Percussion - Trumpets - Saxophone
Learning Sequence:	Learning Sequence:	Learning Sequence:
Learn to sing the song. Learn to play chime bars. Practice song. End of unit performance singing the song.	Listen and appraise Musical activities Perform the song.	Listen and appraise Musical activities Perform the song.
Assessment Opportunities	Assessment Opportunities	Assessment Opportunities
Assess during lessons. Assess at end of unit in the performance.	Assess during lessons. Assess at end of unit in the performance.	Assess during lessons. Assess at end of unit in the performance.

- Children move in time to the pulse of the song. - Children can copy and clap back rhythms or create their own. - Children performance of the song, singing, playing and improvising lyrics. Evidence of Assessment –	- Know that this unit is about reggae music. - Recognise and name some of the instruments they hear; keyboard, drums, bass, electric guitar, singers. - Find the pulse in songs - Copy, and create simple clap rhythms using long and short sounds. - Sing and dance together, in time and using actions. - Play accurately and in time (using the note C. GD will use the notes C and D) - Compose a simple melody using simple rhythms mostly using the notes C and D. Evidence of Assessment –	- Know that this unit is about reggae music. - Recognise and name some of the instruments they hear; keyboard, drums, bass, electric guitar, singers. - Find the pulse in songs and move in time. - Children can copy and clap back rhythms or create their own. - Copy, and create simple clap rhythms using long and short sounds. - Sing and dance together, in time and using actions. - Play accurately and in time (using the note C. GD will use the notes C and D) - Compose a simple melody using simple rhythms mostly using the notes C and D. Evidence of Assessment –
Resources:	Resources:	Resources:
- Charanga - To get children to identify the different instruments in songs. - To expose the children in different types of songs.	- Charanga - Chime bars. - To get children to identify the different instruments in songs. - To expose the children in different types of songs.	- Charanga - Chime bars. - To get children to identify the different instruments in songs. - To expose the children in different types of songs.

Year 2 suggested listening songs (Model Music Curriculum)

Listening to recorded performances should be complemented by opportunities to experience live music making in and out of school. These could include performances by other school ensembles or year groups, or performances provided by other Music Education Hubs partners, which may include local or national ensembles. The pieces listed here are intended to give teachers a good start in terms of choosing music which is age-appropriate. It should not limit the imagination or creativity of the 17 teacher in terms of seeking and using other musical examples and further repertoire options are listed within Appendix 2. Brief contextual information on each piece can be found in Appendix 3.

Western Classical Tradition and Film

Title	Composer	Period
Night Ferry	Anna Clyne	21st Century
Bolero ²	Ravel	20th Century
Rondo alla Turca	Mozart	Classical
Mars from <i>The Planets</i>	Holst	20th Century

Popular Music

Style	Title	Artist(s)
Rock n Roll	Hound Dog	Elvis Presley
Pop	With A Little Help from My Friends	The Beatles
Art Pop	Wild Man	Kate Bush
Blues	Runaway Blues	Ma Rainey

Musical Traditions

Country	Tradition	Title	Artist/Composer
Indonesia	Gamelan	Baris	Gong Kebyar of Peliatan
Brazil	Samba	Fanfarra (Cabua-Le-Le)	Sérgio Mendes/Carlinhos Brown