

SPRING 1 and 2	Topic	NC OBJECTIVES	SKILLS USED	VOCAB EXPLORED	ANTICIPATED IMPACT	PROGRESSION OF SKILLS AND KNOWLEDGE FROM YEAR GROUP	EXTENDED ACTIVITIES (Implementation music lessons +)
Reception	Feelings in music Feeling happy and feeling sad Traditional songs and dances Pesach songs	Use voices to sing songs, chants and rhymes Sing to themselves and make up simple songs Develop an understanding of the ways in which music and dance can express different ideas, thoughts and feelings	Join in with singing, dancing and ring games Performing with simple instruments Begin to move rhythmically and respond to changes in music Listen attentively, move to and talk about music, expressing their feelings and responses Explore ideas and feelings about music using movement and dance	Feelings Sad Happy Celebration Fireworks Parade Shakers Tambourines Woodblocks Claves	The children continue developing their voice matching the pitch better They should be able to identify if the music is sad or happy Listening and responding to changes in music: march to the sound of the drum or creep to the sound of the maraca The children should be able to replicate choreographed dances Making up simple chants helps to develop linguistic skills	Joining in music activities Building a repertoire of songs Keeping the beat by tapping or moving to the sound of music	Kabbalat Shabbat Singing assemblies Seder
Year 1	Pulse and Rhythm Pesach songs	Learn to perform chants, rhythms, raps and songs Sing to themselves and add new words to songs Use voices	Find the pulse whilst listening to music and using movements Clap simple rhythms Sing songs musically and understand how to warm up and project the voice whilst	Pulse Rhythm Slow and fast pulse Getting faster/getting slower Shakers Tambourines	The children begin to use voices expressively and join in singing and chanting They should be able to identify the difference between pulse and rhythm The children begin to use simple instruments to	The sense of rhythm and pulse is more developed than in Reception year Better co-ordination skills and better control of simple instruments (playing faster/slower)	Kabbalat Shabbat Singing assemblies Seder Haggigat ha Sidur

		expressively and creatively by singing songs and speaking chants and rhymes Play untuned instruments musically	demonstrating good posture	Claves Drums Maracas Guiro Triangles Castanets	accompany music by following faster or slower pulse	Better participation in singing activities and warm-ups	
Year 2	Exploring instruments and symbols Pesach songs	Use voices expressively and creatively by singing songs and speaking chants and rhythms Play tuned and untuned instruments musically Experiment with, create, select and combine sounds using pitch, tempo and dynamics	Sing songs musically with ever-developing sense of pitch Follow instruction on how and when to sing or play an instrument Use tuned and untuned instruments to compose musical patterns and accompany songs Know that sounds can be made in different ways and described using invented signs and symbols	Conductor Louder/quieter Stop/start Shakers Tambourines Claves Drums Maracas Guiro Castanets Glockenspiels Indian bells Triangles Wooden agogo Cabassa	The children use voices expressively and are able to imitate changes in pitch They know when to start/stop singing or playing and take notice of others when performing The children use a wider range of instruments in their compositions and recognise invented musical symbols	The children can project their voices better and can find correct pitch more easily They are able to rehearse and perform with others showing better control of the wider variety of instruments Recognise basic musical symbols and use them in their compositions	Kabbalat Shabbat Singing assemblies Seder Haggigat Humash Composition activities
Year 3	Recorder Program	Have the opportunity to play musical instrument	Rehearse and perform with others Show control when playing tuned instruments so they	Recorder Staff notation Stave Treble clef Quaver	The children can play simple exercises and tunes with notes B, A and G without whistling.	The children demonstrate better control when playing tuned musical instruments	Kabbalat Shabbat Singing assemblies Seder

		Play in solo and ensemble context	<p>sounds as they should</p> <p>Hold the recorder correctly and master tonguing technique</p> <p>Taking instructions from the leader</p> <p>Begin to read staff notation</p>	<p>Crotchet</p> <p>One beat rest</p> <p>Repeat sign</p>	<p>They understand how to rehearse in the group</p> <p>Know how to hold a recorder blow air gently without whistling</p> <p>The children can use basic musical notation for support when playing musical instruments</p>	<p>The children understand simple staff notation and recognise notes B, A and G written on the stave</p>	
Year 4	<p>Sing Up Project</p> <p>Renaissance And Tudor Music</p>	<p>Sing in solo and ensemble context showing expression and musical phrasing</p> <p>Perform to audiences</p> <p>Develop and understanding of history of music</p>	<p>Sing with clear diction, pitch, phrase and musical expression</p> <p>Can maintain a simple part within a group</p> <p>Understand the importance of pronouncing the words in a song well</p> <p>Perform with control and awareness of what others in the group are singing</p> <p>Extend the knowledge of History of Music focusing on Renaissance and Tudor Music</p>	<p>Performance</p> <p>Ensemble</p> <p>Musical phrasing</p> <p>Audience</p> <p>Musical expression</p> <p>Renaissance</p>	<p>The children have learnt the songs for Barnet Music Festival and are able to sing them in tune following the melody well.</p> <p>All the lyrics have been memorised in preparation for the rehearsal in May.</p> <p>The children have some knowledge about Renaissance and Tudor music. They can name a few musical instruments and composers from that period and recognise its style</p>	<p>The children are now able to sing more challenging songs with clear diction, accurate pitch and musical expression.</p> <p>They can sing maintain a simple harmony part when performing in a group.</p> <p>The children can demonstrate their knowledge of Renaissance music by naming the prominent composers, musical instruments and recognise the style of Tudor music</p>	<p>Kabbalat Shabbat</p> <p>Singing assemblies</p> <p>Seder</p>
Year 5	The Carnival of the	Appreciate and understand a	Describe music using musical vocabulary,	Musical elements	The children are able to describe how the	The children provide a much more detailed	Kabbalat Shabbat

	<p>Animals</p> <p>Barnet Music Festival</p>	<p>wide range of high-quality music drawn from different traditions and from great composers</p> <p>Compose music for a range of purposes using the inter-related dimensions of music (pitch, duration, dynamics, tempo, structure and notation)</p>	<p>such as pitch, duration, dynamics, tempo, structure and silence.</p> <p>Create music which reflects given intentions and uses Notations as a support for performance</p> <p>Use ICT to create music</p> <p>Can identify strengths and weaknesses in their compositions</p>	<p>Pitch</p> <p>Duration</p> <p>Dynamics</p> <p>Structure</p> <p>Tempo</p> <p>Analysis</p> <p>Composition</p>	<p>composer Camille San Saens used music and the inter-related dimensions of music to represent various animals.</p> <p>They can compose their own piece of music to represent a particular animal using different pitch, tempo, duration, structure with added dynamical changes</p>	<p>musical analysis of classical pieces describing in detail the choice of instruments, how they are being played and the effect produced.</p> <p>Their compositions are better structured and rehearsed with a variety of rhythmic patterns, melodies and added improvisations.</p> <p>The children can analyse their own work better identifying the necessary steps for improvement.</p>	<p>Singing assemblies</p> <p>Seder</p>
Year 6	<p>History of music</p> <p>Music from around the World</p>	<p>Play and perform in solo and ensemble context, using voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Compose music for a range of purposes using the inter-</p>	<p>Sing or play from memory with confidence</p> <p>Perform alone and in a group, displaying a variety of techniques</p> <p>Play more complex instrumental parts</p> <p>Use a wider range of devices on Garage Band App (ICT)</p> <p>Show thoughtfulness in selecting sounds and structures to convey an</p>	<p>Performance</p> <p>Accuracy</p> <p>Fluency</p> <p>Expression</p> <p>Confidence</p> <p>Solo</p> <p>Staff notation</p> <p>Rehearsal</p>	<p>The children show better understanding of history of music from other cultures and can compose in different styles, such as creating songs that sounds Chinese, English, Scottish, Jewish or making up distinctive African rhythms.</p> <p>They perform their songs with expression and musical phrasing improvising when performing</p>	<p>The children sing and play expressively and in tune.</p> <p>They now produce much more confident performances showing understanding how lyrics reflect the cultural context and have social meaning</p> <p>They have become better leaders when working with a group</p>	<p>Kabbalat Shabbat</p> <p>Singing assemblies</p> <p>Seder</p>

		<p>related dimensions of music (pitch, duration, dynamics, tempo, structure and notation)</p> <p>Develop and understanding of history of music</p>	<p>idea</p> <p>Improvise developing rhythmic and melodic material when performing</p> <p>Refine and improve their work</p> <p>Develop a deeper understanding of history of music from different cultures</p>		<p>They can use variety of different musical devices including melody, rhythms and chords</p>	<p>The children provide a more in depth analysis of their own work</p> <p>They demonstrate better knowledge of standard musical notation</p> <p>The children show better appreciation of music from around the world and recognise various styles</p>	
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